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The Impact of Two TESOL Courses on Four Preservice Teachers' Emerging

Teaching Identities: A Case Study

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Abstract

This multiple case study explores the effect of two Teaching English to Speakers of Other Languages (TESOL) courses on four preservice teachers' (PSTs) emerging teaching identities. The inquiry was guided by a theoretical framework informed by TESOL content, for example Sheltered Instruction Observation Protocol (SIOP), and context, identity and sociocultural theory. Participants reflected on the impact of their prior experiences as students and TESOL coursework on their fledgling identities through individual interviews and assignments in the TESOL Methods course. Other corroborating data collected include classroom observations and unit plans. Two levels of data analysis were used: (1) first cycle coding (Saldaña, 2013), utilizing values coding (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013) and descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994) and (2) second cycle coding (Saldaña, 2013) using focused coding (Saldaña, 2013; Charmaz, 2006) informed by three of Gee's (2014b) building tools: Identity, Figured Worlds and "Big D" Discourse.

The results of the study revealed that the four participants' previous and current experiences as students have greatly impacted their burgeoning teaching identities. As a result of the TESOL Methods course, all four have developed a TESOL Toolkit/Toolbelt that set them apart from other teacher candidates and inservice teachers, prompting three of the four to position themselves as both more capable of working with English learners and other diverse learners. Findings from this study will contribute to research on PSTs' identity and the role of TESOL courses on their attitudes, beliefs and pedagogies when instructing linguistically and culturally diverse students.

DEDICATION

I would like to dedicate this dissertation to my niece, Kylee. She is a light in my life and I appreciate her still wanting to race, dance, sing and hang out with me, even though I always had to do so much "paperwork." This journey that I am on should also be a sign to her that anything is possible with hard work and dedication—the sky truly is the limit!

ACKNOWLEDGEMENTS

There are so many people who have supported, encouraged and provided guidance during this journey: my professors and committee members, my fellow Ph.D. students, my colleagues, all of my students, friends and family. Thank you all for giving me time and space, editing my drafts and allowing me to vent about what seemed like a never-ending process, I truly appreciate each and every one of you.

The most influential person, though, is my advisor and dissertation committee chair, Dr. Kim Song. I have been fortunate to work with her for the past six years and have been given countless opportunities to develop both my skills as an instructor and novice researcher and attend and present at a variety of conferences, and been gracious to share her hotel room with me on numerous occasions and endured my early morning workouts and searches for protein shakes. Dr. Song has modeled the type of professor and mentor to which I aspire and I am eternally grateful for her!

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List of Abbreviations

AAE	African American English
CCSS	Common Core State Standards
CT	Clinical Teacher
EL	English Learner
ELD	English Language Development Standards
ELL	English Language Learner
ESOL	English to Speakers of Other Languages
ESL	English as a Second Language
EXTEL	Exceptional Teachers for English Learners
LCD	Linguistically and Culturally Diverse
LCRT	Linguistically and Culturally Responsive Teaching
L1	First Language
PST	Preservice Teacher
SAE	Standard American English
SIOP	Sheltered Instructional Observation Protocol
SLA	Second Language Acquisition
ST	Student Teacher
TESOL	Teaching English to Speakers of Other Languages
WIDA	World Class Instructional Design and Assessment

Definition of Key Terms

"Big D" Discourses-Term introduced by James Gee (2014a) that refers to socially accepted associations among ways of using language, of thinking, valuing, acting, and interacting (p. 34).

English Learners (EL)-An individual who is in the process of actively acquiring English, and whose primary language is one other than English. Other terms that are used to refer to ELs are *English Language Learners (ELLs)*, *linguistically and culturally diverse (LCD)*, and *English as a Second Language (ESL)* students.

English to Speakers of Other Languages (ESOL)-Term used to describe US elementary and secondary English language programs.

L1-An EL's first language or native language. This term may be used to refer to persons who are speaking in their native language.

"little d" discourses-Term used by James Gee (2014a) that refers to "language-in-use or stretches of language, like conversations or stories" (p. 34).

Second Language (SL/L2)-The term used to refer to a language which is not a mother tongue but that is used for certain communicative functions within a society.

Second Language Acquisition (SLA)-Term used to refer to research and theory related to the acquisition of second and foreign languages.

 Sheltered Instruction Observation Protocol (SIOP)-A model of sheltered instruction designed to make grade-level academic content understandable for English learners while at the same time developing their English language.

Teaching English to Speakers of Other Languages (TESOL)-A term used to distinguish English language teaching as a professional activity that requires specialized training.

Total Physical Response (TPR)-Language teaching method that uses actions and movement to introduce vocabulary.

World-class Instructional Design and Assessment (WIDA)-An organization that advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development.

Chapter I

Introduction

Schools in the US are becoming increasingly more diverse every year. The National Center for Education Statistics reported that 9.2% or 4.4 million students were English Learners (ELs) during the 2012-2013 school year (English Language Learners, n.d.). Despite this influx of racial, linguistic and cultural diversity in classrooms across the United States, the ranks of teachers remain mostly homogeneous; 83% of public school teachers are White, and 76% are female (English Language Learners, n.d.).

In order to bridge this gap and better prepare teachers for work with linguistically and culturally diverse (LCD) students, Metropolitan University*, through a federal grant-Exceptional Teachers for English Learners* (EXTEL)-pays tuition for undergraduate elementary education majors and inservice teachers for six Teaching English to Speakers of Other Languages (TESOL) courses. Most of the grant's preservice teachers (PSTs) are white, female, monolingual preservice teachers who have had little to no experience with ELs. This inquiry focused on four PSTs from the 2014-2015 EXTEL cohort. These PSTs were on journeys to become teachers (Alsup, 2006; Britzman, 2003; Danielewicz, 2001) and transition from their roles as students. As PSTs cultivate their teaching philosophies and pedagogies, they are also beginning to develop teaching identities.

Identity is a fluid construct with a multitude of definitions and factors that influence its formation in individuals. For the purpose of this study, I focused on the notion that identities are formed as a result of involvement and interaction within various contexts. PSTs enrolled in the two TESOL courses were acquiring knowledge of

*Pseudonyms

strategies, methods and materials to serve LCD students and in the process of constructing what Gee (2014a) calls Discourses with a big "D."

> Discourses are about being different 'kinds of people and are socially accepted associations among ways of using language, of thinking, valuing, acting and interacting, in the 'right' places and at the 'right' times with the 'right' objects (associations that can be used to identify oneself as a member of a socially meaningful group or 'social network.' (p. 34)

As PSTs move through the process of becoming teachers, they are simultaneously developing different selves and playing a variety of roles (Goffman, 1939): student, child, sibling, and spouse, or, as Gee (2014a,b) suggests, enacting various "Big D" Discourses, which are synonymous with identities. One Discourse that is important in this study is that of a TESOL Discourse, which represents methods, materials and strategies that support the success of ELs as well as the beliefs associated with linguistically and culturally responsive teachers (LCRTs).

Also integral to unpacking PSTs' identities are the "discourses with a little d" (Gee, 2014a) used by participants. Gee (2014a) defined "discourse with a little d" as "language-in-use or stretches of languages, like conversations or stories" (p. 34). Language is a powerful tool and, as Gee posited, is not just saying, but also being and doing. "Language allows us to be things. It allows us to take on different socially significant identities. We can speak as experts or as 'everyday people'" (Gee, 2014a, p. 2). Preservice teachers acquiring a TESOL Discourse use technical language, for example content and language objectives, to describe methods and strategies for working

with ELs in course reflections, unit plans and interviews. The intersection of "big D" and "little d" discourses is the focal point of the study, which examines the discourses that PSTs use to describe the impact of the TESOL Methods and Practicum courses on their emerging teaching identities. The results of the study revealed that all four participants have acquired pedagogical tools and beliefs associated with a TESOL Discourse and that they have added this "Big D" Discourse to their teaching identities, which remain in a state of construction.

Sociocultural theory (SCT) (Cole, 1996; Smagorinsky, 1995, 2001; Vygotsky 1978, 1986; Wertsch, 1998) serves as another anchor for my exploration into participants' emerging teaching identities, which emphasizes the fact that identity is formed within contexts. For the four participants, contexts include both their personal and professional experiences as students and PSTs.

Lortie's (1975) classic book, *Schoolteacher: A Sociological Study*, illuminated the influence of prior experience and what he deemed apprenticeship of observation on emerging professional identities. This refers to PSTs' experiences as students from their earliest memories in elementary school until they enter teacher education programs. Beijaard, Verloop and Vermunt's (2000) work with experienced secondary education teachers showed that participants' biographies and past experiences are one of the major influences on professional identity. Likewise, a study following 14 new teachers through their first two years of teaching by Flores and Day (2006) found that teachers' past experiences as pupils, during which they experienced both positive and negative models of teaching, plays a strong mediating role in their professional identity development.

Lamote and Engels (2010) studied student teachers' professional identities after the first semester of teacher education coursework. Data from interviews illustrated that the PSTs' identities at this early stage are influenced by values, attitudes, behaviors and theories of their peers and instructors. Levin and He's (2008) study on PSTs determined that teacher candidates bring their own set of beliefs into teacher education programs and that programs have a definite impact on their beliefs, namely in reference to pedagogy and instruction. Furlong's (2013) study of 15 PSTs' life histories in the form of narratives and showed that their life histories and identities, which PSTs construct through observation, had a great impact on their professional identities. Chong and Low's (2009) study of a cohort of English teachers in Singapore revealed that the PSTs' student teaching experience was most instrumental in the development of their professional identities, namely the loss of idealism regarding the teaching profession. MacGregor's (2009) study of PSTs in a design and technology program found that the practicum experience and feedback from cooperating teachers is the most significant factor in the shaping of the participants' professional identity.

Various researchers, including Dantas-Whitney and Waldschmidt (2009) and Gebhard, Chen, Graham and Gunawan (2013) have explored the effects of TESOL courses on the attitudes and pedagogies of inservice teachers enrolled in graduate TESOL courses. However, there is a gap in the literature involving PSTs who take all of the coursework necessary to fulfill the requirements to be dually certified in TESOL and elementary education. This inquiry may contribute to the literature on PSTs' identity formation and inform teacher education programs of the effects of TESOL courses on PSTs' strategies and pedagogies for LCD students.

The EXTEL grant has afforded participants this experience for three years and there are two years remaining in the grant. Consequently, elementary education majors admitted to Metropolitan University's college of education as of the fall 2013 semester must be dually certified in either elementary education/early childhood education; elementary education/special education or elementary education/TESOL. Additionally, every student enrolled in the college of education is now required to take an introductory TESOL course. Given these new requirements set by Metropolitan University and the linguistic and cultural disparity between teachers and students that is sweeping the nation, there is a definite need for research regarding the influence of TESOL coursework on PSTs' teaching identities.

Methods

A multiple case study design (Yin, 2014) was used to explore the discourses of the four participants, who were all members of the EXTEL cohort. Multiple sources of data were collected, including interviews, classroom observations, course reflections and Practicum assignments. Two layers of analysis were used, including the use of first level (Saldaña, 2013) and second level coding (Saldaña, 2013). Layer one included the use of both descriptive (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994) and values coding (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013), while the second layer involved focused coding (Charmaz, 2006) informed by three of Gee's building tools (2014b).

Conceptual Framework

The influence of course content and context, grounded in Sociocultural Theory (SCT) (Cole, 1996; Smagorinsky et al., 1995, 2001; Vygotsky, 1978, 1986; Wertsch,

1991, 1998), serve as two of the key components of the inquiry's framework (See Figure I for a visual representation), which is also informed by identity, teaching identity and Gee's (2014a, b) D/discourses. The concepts of tools and signs (Vygotsky, 1978, 1986) and figured worlds (Holland, Lachicotte, Skinner & Cain, 1998; Gee, 2011, 2014a, 2014b) also shapes the conceptual framework. Gee's (2014a) theory of Critical Discourse Analysis (CDA), which posits that "language-in-use is about saying-doing-being and gains its meaning from the 'game' or practice it is part of and enacts," (p. 11) informs the study and elements of data analysis.
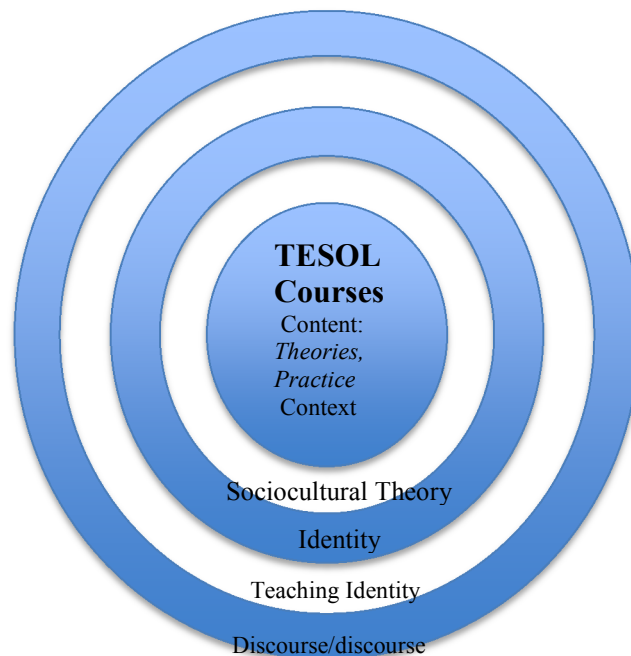
Figure I. Visual representation of the elements of the study's conceptual framework.

Sociocultural theory (SCT) emphasizes the importance of context in identity formation. Van Huizen, Van Oers and Wubbels (2005) discussed the link between practice and identity formation.

The Vygotskian framework sees the development of a professional identity by trainee teachers as embedded in the sociocultural practice in which they are participants. The practice of teaching includes a mission and programmes, guided by values and goals, forms of social interaction, and communication in an institutional setting. (pp. 281-282)

Smargorinsky, Cook, Moore, Jackson and Fry's (2004) study of one PST, Sharon, who was transitioning from PST to classroom teacher, demonstrated the importance of context on identity by noting: "Identity is interwoven with context; indeed, we look to the root of the term *context* to see its origins in the notion of weaving. One's identity, then, is not simply the emergence of internal traits and dispositions but their development through engagement with others in cultural practice" (p. 21).

Sociocultural theory posits that the construction of a teaching identity is situated within social situations and is mediated though relationships and experiences. For the current study, the two TESOL courses serve as tools to mediate PSTs' identity formation. Membership in communities of practice fosters identity formation through participation and practice. The EXTEL grant cohort serves as a community of practice for the PSTs in the study, and Wenger (1998) related membership in a community of practice to possessing an identity as a form of competence.

Holland et al. (1998) conceptualized identity formation as both a social and cultural practice, and figured worlds are "socially produced, culturally constituted activities" (pp. 40-41) where people come to create new identities. Gee's (2014a) thoughts on figured worlds draw from the work of Holland et al. (1998), and likened figured worlds to "typical stories" (Gee, 2014a, p. 72), i.e. an elementary school teacher.

Discourse with a "little d" (Gee, 2014a) is the tool by which PSTs define their figured worlds, "Big D Discourses" (Gee, 2014a) and emerging teaching identities, which is manifested in both written and oral discourse. People use language to define each identity that they possess, and act and speak differently given the context, and the participants use both specialty language acquired in the TESOL Methods course and also demonstrate shifts in their attitudes and beliefs regarding ELs.

Purpose of the Study

The purpose of this study was to explore the effects of two TESOL courses on four PSTs' fledgling teaching identities.

Research Question

The following research question guided the inquiry: How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?

Researcher's Purpose

As I formulated ideas for my dissertation, I was enrolled in a class on gender, language and identity, and I began to consider how my identity has evolved during my time in graduate school; as I reflected, I realized that the way that I thought about teaching changed dramatically after I took the online Introduction to Linguistics course at Metropolitan, and began my quest to become a linguistically and culturally responsive teacher. After taking that first TESOL course, which was my first online course and not required for my Masters program, I decided to extend my studies and complete all six TESOL courses. Upon completion of my M.Ed. in Secondary Education/TESOL, I began the doctoral program at Metropolitan's College of Education, focusing on TESOL,

specifically preparing future teachers for work with ELs. During my four years as a doctoral student, I worked for the EXTEL grant as both research and teaching assistant and conducted classroom observations of the grant's first cohort.

In my capacity as graduate teaching assistant for the grant, I served as primary instructor for the Principles of Second Language Acquisition course, so I was able to read their reflections and assignments on the role of these theories in the instruction of ELs and was also able to interact with the students and also observe them in their TESOL Practicum and Methods course. My thoughts went to the PSTs and how the six TESOL courses were effecting their teaching identities. I decided to conduct a pilot study with three PSTs in the grant's first cohort, and focused solely on how the TESOL courses had influenced their teaching; through interviews and personal narratives, I discovered that their coursework had had a transformative effect on their teaching pedagogies and philosophies, so I began to dig deeper into the constructs of identity and teaching identity and the process of identity formation, especially the role of context.

I continued to reflect on my experience with the TESOL program at Metropolitan and its influence on my teaching identity, and I decided to ask the same of the current members of the EXTEL cohort. I wanted to know if our experiences were similar, and, in effect, if the courses and interaction with the other members of the cohort, had profoundly impacted their teaching identities.

Significance of the Study

The results of this study will contribute to literature regarding teaching identity development in PSTs who are simultaneously earning certification in elementary education and TESOL. Data gleaned from the participants can be shared with

universities' colleges of education and teacher preparation programs as they continue to struggle with preparing PSTs to work with ELs.

Delimitations

One of the delimitations of this study was the sample, which was composed only of PSTs participating in the EXTEL grant at Metropolitan University. Time was another delimitation, as the study was conducted from October to December of 2014.

Limitations

One limitation of the study was the duration of the research period. A longitudinal study that began following the participants upon their acceptance into the teacher education program and would continue to follow them through their first few years of teaching would provide a much bigger picture of the evolution of PSTs' identities. Additionally, the researcher is a graduate of the TESOL program and has also been involved with the EXTEL grant, so there was potential for researcher bias.

Summary

The identities of PSTs are constantly being constructed and reconstructed as they continue in their journeys to become teachers. One of the main influences on identity is the coursework and clinical experiences in which PSTs engage. This study examined the impact of two TESOL courses on four PSTs' fledgling teaching identities and D(d)iscourses. The conceptual framework for the inquiry is anchored by the situated nature of identity development, illustrating the role of TESOL content and context on its formation. The constructs of identity, teaching identity and linguistically and culturally responsive teaching, as well as the concepts of figured worlds and "Big D" and "little d" discourses (Gee, 2014a) are also key elements of the framework guiding the study.

Chapter II

Literature Review

Long before teachers step into their first classrooms, they have been exposed to experiences that help shape their burgeoning teaching identities. As students, they have observed a multitude of methods and teaching styles used by their teachers. They remember teachers who were kind, caring, and funny with fondness and hope to emulate their styles; likewise, they also recall those teachers who were strict or authoritative and very teacher-centered, and are determined not be that type of teacher. Often, teachers come from families with a tradition of teachers, so they were immersed in teacher discourse at home, which ultimately led them to pursue teaching as a career. As students matriculate into teacher education programs, they begin their journeys to become teachers. It is from this entry point that I wish to begin my exploration of preservice teachers' identity, namely the emergence of a teaching identity for PSTs, and my research question: How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?

To answer this question, I turn to the literature to identify the influence of both content and context on identity formation. I will first discuss the various theories and strategies, or content, acquired by the participants in the TESOL Methods course and then explore the role of sociocultural theory and context on the process of identity construction as well as definitions of identity, which include Gee's (2014b) "Big D" D/discourses, teaching identity and the "Big D" Discourse of a linguistically and culturally responsive teacher (LCRT). As PSTs undergo the journey to become teachers,

what factors influence their emerging teaching identities, and what language or discourse do they use to articulate these identities?

The Role of TESOL Courses in PSTs' Identity Construction

Identity is a construct for which an abundance of definitions and interpretations exist. After reviewing literature with varying definitions, I chose to employ a Bahktian-inspired (1986) perspective in my contention that identity is dynamic; with every experience and interaction is constantly being negotiated and renegotiated. This study focuses on the impact of the TESOL Methods and Practicum courses on four PSTs' emerging teaching identities. In the TESOL Methods course, the four participants acquired strategies and methods (content) to prepare and deliver optimal instruction for ELs and also reflected on their practice. Meanwhile, in the TESOL Practicum course, they engaged in the practice of enacting lessons.

TESOL Theories

All four participants took six TESOL courses, two per semester, in three consecutive semesters. In their first semester, they took Introduction to Linguistics and Principles of Second Language Acquisition, followed by Assessment and Cross-Cultural Communications, and, the program culminated with the TESOL Methods and Practicum courses. The primary focus of the TESOL Methods course was strategies, methods and materials; however, students also reviewed topics from previous courses, for example, theories of second language acquisition and cross-cultural communication.

One of the key tenets of the program is a commitment to providing participants with strategies to best facilitate learning for linguistically and culturally diverse (LCD) students and to become a LCRT. Research conducted by Song and Simons (2014)

identified three competencies necessary for LCRTs: (1) linguistic, (2) pedagogical and (3) sociocultural/cross-cultural. In order to achieve proficiency in the three competencies, PSTs need to demonstrate acquisition of three domains: (1) knowledge, (2) values and beliefs and (3) application and implementation via lesson delivery (Song & Simons, 2014). Song and Simons' (2014) work buildt upon findings of previous researchers (de Jong & Harper, 2005; Echevarria, Short, & Vogt, 2012; Fillmore & Snow, 2002; Lucas & Villegas, 2010) who have identified and examined the need for the incorporation of strategies and pedagogical knowledge for working with ELs for both preservice and inservice teachers.

Values and beliefs. Before teachers can truly embrace the methods necessary for working with LCD students and develop linguistically and culturally responsive pedagogies, they must first explore their own values and beliefs regarding their personal culture and biases they possess. Given the relative homogeneity of teachers and PSTs, many are unaware of the biases they possess regarding diverse learners. Haddix (2008) expressed the need for PSTs to engage in cultural and linguistic identity work to better understand their position and biases in relation to English learners (ELs). Gay (2002) posited that all teachers, regardless of their racial and ethnic background, need to have self-awareness, they need to know about their own and other cultures, and they need to understand how their beliefs and biases can affect their teaching.

Knowledge of linguistics. Song and Simon (2014) purported that the concept of linguistic intelligence (LQ) for teachers of ELs should be retooled and include teachers' understandings of language systems, including both the formal aspects of the structure of

a language, i.e. syntax and semantics, as well as principles of second language acquisition and the impact of sociolinguistics on language acquisition (Song & Simons, 2014).

Teachers need to possess knowledge of core linguistic elements including morphology, phonology, pragmatics, semantics and syntax each of these to aid ELs in their acquisition of academic English. With this knowledge, teachers can help ELs transfer knowledge from their native languages (L1s) and make connections between the two or highlight the differences and new language features. Wong-Fillmore and Snow (2002) encouraged PSTs and teachers to obtain knowledge of both the smallest language unit, the morpheme, and larger units of language use, including the sentence and discourse structure. There are variations within languages and dialects, and a firm grasp of this knowledge in English can help teachers explain the difference between its form or absence in ELs' native tongues, which can help teachers understand errors made by students in both oral and written discourse. Wong-Fillmore and Snow (2002) acknowledged that ESOL or bilingual teachers would benefit from more extensive knowledge of educational linguistics, but contend that all teachers need a deeper understanding of language as the population of ELs in US schools continues to grow each year.

Another aspect of language that Wong-Fillmore and Snow (2002) suggested language teachers should be familiar with is dialects. Preservice and inservice teachers need to be cognizant of both the dialects that they use as well as those of their students. Both de Jong and Harper (2005) and Wong-Fillmore and Snow (2005) also discussed the need for teachers to possess knowledge about cross-linguistic rules, which can often be problematic for ELs with L1s that are very distant in form and structure than English.

Both PSTs and inservice teachers would also benefit from having a working knowledge of the L1s of their students, especially regarding the differences between ELs' native tongues and English. This would allow teachers to gain a deeper understanding of errors and difficulties experienced by ELs and allow for making connections between students' L1s and English. One example that highlights the importance of this knowledge relates to whether or not the L1 is alphabetic or non-alphabetic; if not, "the teacher will need to explicitly teach letter-sound associations" (Harper & de Jong, 2004, p. 157).

Principles of second language acquisition. Another recommendation for all teachers is to become familiar with the principles of second language acquisition (SLA). Wong-Fillmore and Snow (2002), Lucas, Villegas and Freedson-Gonzalez (2008), Harper and de Jong (2004) and Samway and McKeon, (2007), all contended that teachers need knowledge of second language acquisition (SLA) principles to help ELs successfully acquire academic English.

Linguist Larry Selinker (1972) identified two other factors of SLA with which PSTs and inservice teachers should be familiar, interlanguage and fossilization. Interlanguage refers to an EL's developing knowledge of English and is a combination of their L1, English and general characteristics of language systems. An EL's interlanguage is constantly evolving and may fossilize if they are not receiving instruction or corrective feedback that enables them to "recognize differences between their interlanguage and the target language" (Lightbown & Spada, 2013, p. 43).

Sociolinguistics. Sociolinguistics also falls under the umbrella of linguistic competence and SLA and involves the study of language as it functions in society. Some examples of this include the use of pronouns, honorifics and syntax. Usage and form of

these three varies greatly among different languages and without knowledge of these differences and conventions in both speaking and writing, there is great potential for ELs to be confused and struggle with the acquisition of English. PSTs should also be familiar with syntax, which relates to the structure of sentences, and varies greatly among languages. For example, in English, the word order of sentences is subject-object-verb (SOV). However, in Arabic, the order is verb-subject-object (VSO).

Linguistically responsive pedagogy. Pedagogy relates to one's teaching methods and practices. There are many methods to which PSTs and inservice teachers need to be exposed to acquire a linguistically and culturally responsive pedagogy. Many of these methods or strategies are part of the content in teacher education courses, for example, differentiated instruction and the use of Vygotsky's (1978) Zone of Proximal Development (ZPD) and scaffolding.

Lucas et al. (2008) proposed three dimensions of pedagogical expertise necessary for the cultivation of a linguistically responsive pedagogy:

Familiarity with the students' linguistic and academic backgrounds; an understanding of the language demands inherent in the learning tasks that students are expected to carry out in class; and skills for using appropriate scaffolding so that ELLs can participate successfully in those tasks. (p. 366)

All three are important, but familiarity with students' linguistic and academic backgrounds and possessing skills for using appropriate scaffolding to ensure ELs' success will be highlighted because they were a major focus in the TESOL Methods course.

Lucas et al. (2008) articulated the need for teachers to get to know ELs and their language backgrounds. English learners enter schools with varying proficiencies and levels of literacy in their native tongues. Some ELs might be extremely fluent in reading or writing of their L1s, while other ELs, i.e. refugees, may have had little to no formal schooling, thus no knowledge of the way "school is done;" for example, sitting in a desk or holding a pencil, much less literacy skills. Commins and Miramontes (2006) acknowledged the need for the assessment of proficiency in ELs' in both their L1 and English in order to design an instructional plan that sets them up for success. Teachers must also gain background knowledge of ELs' cultural backgrounds and the cultural capital that they bring to the classroom, including cross-cultural communication norms and discourse patterns.

Culturally responsive pedagogy. In order to cultivate a linguistically and culturally responsive pedagogy, PSTs and inservice teachers must also respond to ethnic diversity in the delivery of instruction (Gay, 2002, p. 106). Culturally responsive lesson delivery involves possessing knowledge of sociocultural norms as well as routines and practices utilized in the schools from ELs' native countries. In their book discussing ELs' transitions into US schools, Uribe and Nathenson-Mejía (2008) talked about the differences in school environments and practices in México and Vietnam compared to the US and how challenging it can be for ELs to acclimate. Uribe and Nathenson-Mejía (2008) discussed the fact that, in many Mexican schools, students do not engage in group work while Vietnamese students attend school six days a week and do not receive letter grades (p. 12). Possessing background knowledge of ELs' prior experiences in school

not only demonstrates a desire to become a LCRT, but also can help ease the transition into a school environment that is vastly different.

Preservice teachers must gain knowledge of not only linguistic structures of various languages, but also the effects of culture on classroom discourse. Some cultures engage in a passive-receptive style of communication that is the norm in American classrooms, and the expectations are for students to sit and listen while the teacher talks (Kochman, 1985). However, many cultures, i.e. native speakers of Spanish and African Americans, use a participatory-interactive style of communication (Kochman, 1985), and the expectations are for students to actively engage teachers while they are speaking which conflicts with traditional US classroom discourse patterns. Understanding the differences in communication styles and practices amongst different ethnic groups is imperative for preservice teachers to acquire before taking the helm of a classroom. Gay (2002) stressed the importance of not violating ELs' cultural values and digging deeper into these values to gain increased knowledge of the background knowledge students bring with them into the classroom.

One way to gain access to the cultural capital possessed by ELs is by visiting students' homes and communities. Richards, Brown and Forde (2007), drawing on the suggestions of Gay (2002) and Villegas and Lucas (2002), encouraged all teachers to engage in these visits and contend that they provide teachers a window into ELs' culture and its influence on their attitudes and behavior. "This allows teachers to relate to their students as more than just 'bodies' in the classroom but also as social and cultural beings connected to a complex social and cultural network" (p. 65). These visits and

interactions expose teachers to ELs' "funds of knowledge," (Moll, Amanti, Neff & Gonzalez, 1992).

> We use the term "funds of knowledge" to refer to these historically accumulated and culturally developed bodies of knowledge and skills essential for household or individual functioning and well-being. (p. 133)

One study conducted by Moll et al. (1992) involved a classroom teacher and anthropologist, both of whom visited the home of a student, Carlos, to study his family, social world and to get to know about him, and become a bridge between the student's home and school lives. The research team discovered that Carlos sold Mexican candy to neighbors, and, after completing their fieldwork, the teacher created a learning module on candy and its production, acknowledging the relevance and importance of his funds of knowledge. "The 'teacher' in these home based contexts of learning will know the child as a 'whole' person, not merely as a 'student,' taking into account or having knowledge about the multiple spheres of activity within which the child is enmeshed" (Moll et al., p. 133).

Another necessary component of cultivating a culturally responsive pedagogy is the creation of a cohesive and caring learning community (Gay, 2002). Attention to both the physical configuration of the classroom, as well as to the climate of the environment is essential for successful instruction. Teachers must consider seating arrangements that will facilitate effective communication and also encourage an environment that provides students with rich opportunities for interaction and scaffolding from more capable peers, in which they feel confident and secure.

Grouping strategies are another key factor in the instruction of ELs and other diverse learners. Cooperative groups provide students opportunities to learn from peers, teachers and other members of the school community (Santamaria, 2009). A commitment to student-centered learning is one of the fundamental principles of CRT, and configuring students in heterogeneous groups provides students with agency and the opportunity to share their personal experiences and actively participate in their learning.

Understanding these differences in instructional practices and philosophies, as well as the norms present in other cultures' educational systems, provides teachers with background knowledge that ELs bring with them; teachers can then tap into this, which demonstrates an effort to get to know the unique characteristics of the student as well as make the student's transition into US schools a bit easier.

TESOL Practices

Theories of second language acquisition and cross-cultural communication provide much needed background knowledge for PSTs as they continue their journeys to develop linguistically and culturally responsive pedagogies. I know turn to the third component discussed by Lucas et al. (2008), which involves skills for using appropriate scaffolding and supports so that ELs can successfully acquire academic language.

Sheltered Instruction Observational Protocol (SIOP)

One of the most popular frameworks for working with ELs is Sheltered Instruction Observational Protocol (SIOP), which was developed by Echevarria, Vogt and Short in 2000. This model represents best teaching practices for ELs to aide acquisition of academic English across all content areas. The SIOP model consists of 8 Components: lesson preparation, building background, comprehensible input, strategies,

interaction, practice and application, lesson delivery, and review and assessment and 30 features. Each component has a number of features to utilize during instruction of ELs. For example, Component 1, Lesson Preparation, has six features: (1&2) content and language objectives are clearly defined, displayed and reviewed, (3) content concepts are appropriate for age and educational background level of students, (4) supplementary materials are used to a high degree, making the lesson clear and meaningful, (5) links are made explicitly between past learning and new concepts, and (6) key vocabulary is emphasized for students to see.

Numerous studies have been conducted to determine the effects of the use of SIOP on ELs' academic achievement. Studies by Short, Echevarria and Richards-Taylor (2011) and Short, Fidelman and Louguit (2012) focused on New Jersey middle school and high school ELs' scores on state standardized tests. Results revealed that students experienced significant improvement in tests on reading, math, social studies, and science. The inquiry also examined teachers' implementation of the SIOP model after receiving professional development, and shows that half of the teachers that participated in one of the studies "reached high levels of implementation of the SIOP model" (Short et al., 2012, p. 353) after participating in two years of professional development. A study conducted by Echevarria, Richards-Tutor, Chinn and Ratleff (2011) on the relationship between teachers' use, or fidelity, of SIOP and ELs' science literacy development illustrated a connection between the two. That is, the ELs whose teachers utilized the model's eight components with the highest level of fidelity achieved the most success on science assessments.

Studies conducted by Echevarria, Short, and Powers (2006) and McIntyre, Kyle, Chen, Munoz, and Beldon (2010) in schools in the Midwestern part of the US explored the effectiveness of the SIOP model on ELs' reading achievement. Results of Echevarria et al.'s (2006) inquiry, which included students in grades six through eight, indicated ELs that participated in an intervention with SIOP-trained teachers scored higher on a writing post test than their peers in a control group. McIntyre et al.'s (2010) study also yielded similar results, as the elementary ELs in the treatment group that received SIOP instruction scored higher on a reading post test than their classmates in the control group.

Honigsfeld and Cohan (2008) facilitated an inquiry involving the use of the Japanese lesson study model and SIOP as professional development with teachers who had not been previously trained to work with ELs. Results of the study showed that participating teachers "demonstrated effective sheltered instructional teaching skills, with special emphasis on scaffolding, building background knowledge, enhancing vocabulary development, and providing opportunities for frequent, meaningful interactions among ELLs" (Honigsfeld & Cohan, 2008, p. 26). Teachers also reported that students were more engaged and interested during the unit and also formed learning communities with other teachers to further develop their capabilities in SIOP.

Song's (2015) study of the use of the SIOP framework in English as a Foreign Language (EFL) class in a South Korean high school found that the model "showed promising significance for applying the SIOP-based instructional framework as a means of improving Korean English teachers' instructional strategies as well as their English command" (p. 18). The two teachers that participated in the study completed both a pre and post-test on their use of each of SIOP's 30 features, and the results showed that both

experienced improvement of their use of 26 of the 30 features during the duration of the study.

World Class Instructional Design and Assessment (WIDA)

In 2002, three states, Wisconsin, Delaware and Arkansas, received funding to launch an organization to support ELs' academic language development and achievement (Mission & the WIDA Story, n.d.), resulting in the acronym WIDA. However, Arkansas dropped out of the organization, but the acronym remained and was changed to represent World Class Instructional Design and Assessment (Mission & the WIDA Story, n.d.). Thirty-two states in the US are members of the WIDA consortium, including the Midwestern state in which Metropolitan University is located.

The main focus of WIDA is to support ELs so they can successfully acquire academic language.

Language is a powerful force that helps shape our individual and collective identity. WIDA views language as a resource and ELLs as valued contributors to learning communities. The Principles of Language Development acknowledge the diverse linguistic resources our students draw from and the unique pathways they follow throughout the process of learning English. (The WIDA Guiding Principles of Language Development, n.d.)

WIDA is guided by a theoretical framework composed of five components: Can Do Philosophy, Guiding Principles of Language Development, Age-appropriate Academic Language in Sociocultural Contexts, Performance Definitions, and Strands of Model Performance Indicators (MPI) (The WIDA Standards Framework and its Theoretical Foundations, n.d.). These five components support ELs' proficiency levels

and provide a guide for teachers to design assessments to match their levels and capabilities in both receptive and productive language skills, thus fostering the successful acquisition of academic English.

WIDA established English Language Development (ELD) standards for grades Kindergarten through Twelfth Grade, as well as Can-Do Descriptors, and the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) test. Aspects of WIDA that were of primary focus in the TESOL Methods course were the model performance indicators of the five ELD Standards, the four language domains of reading, writing, speaking and listening, and providing accommodations for ELs, depending on their level of proficiency, and language supports. The five ELD Standards include (1) social and instructional language, (2) the language of language arts, (3) the language of mathematics, (4) the language of science, and (5) the language of social studies. The ELD standards are separated by grade level and connected to the Common Core State Standards (CCSS) (The English Language Development Standards, n.d.).

The first step in the WIDA process for an EL is the ACCESS test, which is administered by an ESOL specialist, and assesses proficiency in the four language domains. There are six different proficiency levels: (1) Entering, (2) Emerging, (3) Developing, (4) Expanding, (5) Bridging and (6) Reaching, and, for each topic, there are varying language goals and targets for each level of proficiency. For example, in the language of mathematics, for first grade, under the CCSS Measurement and Data #1, in the listening domain, a level one EL would be asked to "Follow oral instructions to identify length of objects following a model with a partner" (Grade 1, ELD Standard 3,

n.d.), while a level 4 EL would be asked to "Follow oral instructions to compare the length of objects using a template with a partner" (Grade 1, ELD Standard 3, n.d.).

Creating lessons that provide modifications and accommodations for ELs to successfully acquire academic language based on their proficiency levels was the goal of the TESOL Methods course, through the use of supports from both WIDA and SIOP. In order to become an effective teacher for LCD students, PSTs must acquire this knowledge and these strategies and cultivate linguistically and culturally responsive pedagogies (Lucas et al., 2008; Song & Simons, 2014). Exposure to TESOL content is one step in the construction of a LCRT identity, and a meaningful context is also a necessary element in the process.

The Role of Context in PSTs' Identity Construction

Smargorinsky, Cook, Moore, Jackson and Fry's (2004) study of one PST, Sharon, and her transition from student teacher to classroom teacher, demonstrated the importance of sociocultural context on identity formation.

> Identity is interwoven with context; indeed, we look to the root of the term *context* to see its origins in the notion of weaving. One's identity, then, is not simply the emergence of internal traits and dispositions but their development through engagement with others in cultural practice. (p. 21)

Identity and context go hand-in-hand. With every experience and exposure to various people, places, and things, identity is formed. Everyone possesses multiple identities because of the different contexts in which they live and work. As Smargorinsky et al.'s (2004) inquiry exhibited, PSTs engage in a journey during which

they simultaneously espouse identities of student, teacher and a limitless number of others, depending on their experiences.

Communities of Practice

One of the key tenets of Sociocultural Theory (SCT) is that higher order functions, i.e. identity, develop out of social interaction and that community plays an integral role in this process. The four PSTs in this study have been immersed in numerous contexts, or communities of practice, including the TESOL Methods course, other teacher education courses as well as the schools in which they are completing their practicum or student teaching experiences. From a Vygotskian (1978, 1986) perspective, coursework, classroom observations and practicum experiences are tools and transform physical and social realities of becoming a teacher. "The tool's function is to serve as the conductor of human influence on the object of activity; it is externally oriented; it must lead to change in objects" (Vygotsky, 1978, p. 57). Through language and social interaction, tools mediate human behavior and identity development.

Wenger's (1991) research on identity illustrated the negotiation of meaning that occurs within communities of practice. Wenger (1991) posited that identity and practice are inextricably linked: "identity and practice are mirror images of each other" (p. 149). Velez-Rendon's (2010) case study of Marcos, a native speaker of Spanish and a Spanish language teacher candidate, "illustrates how the interplay and overlap of multiple factors may shape professional identity and influence prospective teachers' motivations, investments, choices and options as they enter their communities of practice" (p. 643). Some of the factors that shaped Marcos' professional identity include gender and

assumptions that solely being a native speaker of the target language equates to being a successful teacher (Velez-Rendon, 2010, p. 646).

Membership in communities of practice requires members to work interdependently to co-construct knowledge and identities. Inservice teachers working with PSTs as cooperating teachers and mentors help guide PSTs in their journey to become teachers and cultivate their teaching identities in an on-going exchange of experiences (Van Huizen et al., 2005). Beauchamp and Thomas (2009) discussed the impact of the school environment, including the students, teachers and administrators on the construction of PSTs' identity as well as the effects of emotions that PSTs experience within those contexts, for example, frustration with clinical teachers whose methods and philosophies are not resonant with their ideals of teaching.

Holland, Lachicotte, Skinner, and Cain (1998) utilized a Bakhtinian-sociohistoric perspective regarding identity development. "Persons develop through and around the cultural forms by which they are identified, and identify themselves in the context of their affiliation or disaffiliation with those forms and structures" (1998, p. 33). Holland et al. (1998) use the term co-development to describe "the linked development of people, cultural forms, and social positions in particular historical worlds" (p. 33).

Figured Worlds

Another term for the historical worlds Holland et al. (1998) discuss is figured world. The origin of the concept of figured world can be traced back to the work of linguist Charles Fillmore (1975). Fillmore's work spawned the notion of "frame" in lexical semantics. He discussed scenes and frames and the fact that "people associate certain scenes with certain linguistic frames" (Fillmore, 1975, p. 124). Fillmore (1975)

gave the example of the word bachelor, which represents a linguistic frame, and the types

of men that fulfill what society deems normal expectations for the role are examples of

the scenes.

Holland et al. (1998) built on Fillmore's use of frame and appropriated the term

figured world in their discussion of cultural models and identity and provided the

following definition of a figured world.

A figured world is a socially and culturally constructed realm of interpretation in

which particular characters and actors are recognized, significance is assigned to

certain acts, and particular outcomes are valued over others. (p. 52)

Within the context of this inquiry, an example of a figured world is the EXTEL

cohort; members are elementary education teacher candidates and inservice elementary

school teachers, administrators and paraprofessionals who are all enrolled in TESOL

courses and working together to acquire knowledge to best serve ELs.

In a review of the use of figured worlds in education research, Urrieta (2007)

defined the "figured" in figured world as people figuring out who they are in interactions

with their social groups and also as sites where people can develop new identities. Upon

exposure to other members and the activities that occur within the figured world, people

become "actors" (Urrieta, 2007, p. 108) and recognize one another because of their

similar characteristics and ways of being, doing and speaking.

In the figured world of the EXTEL cohort, the PSTs are actors expected to uphold

the expectations of the cohort, the TESOL program and requirements established by

Metropolitan University for undergraduate elementary education teacher candidates.

They use specialized discourses, for example content and language objectives, and

incorporate these and other features of the Sheltered Instruction Observation Protocol (SIOP) in lesson plans. "Figured worlds mediate behavior and inform participants' outlooks" (Holland et al., 1998, p. 52). Within figured worlds, people are informed by the expected practices that accompany membership and are consequently influenced by other members of the group as they develop identities, in this case, teaching identities. Holland et al. (1998) refer to figured worlds as "'as if' realms" (p. 49).

> "People have the propensity to be drawn to, recruited for, and formed in these worlds, and to become active in and passionate about them. People's identities and agency are formed dialectically and dialogically in these 'as if' worlds." (p. 49)

The notion of identity formation as dialectic and dialogic is congruent with the work of Bakhtin (1986), who posited that every utterance is just one link in the unending chain of discourse and has been influenced by every utterance that preceded it and will inform every future utterance. As PSTs continue in their journeys to become teachers and cultivate their membership in the figured world of the EXTEL cohort, they are involved in dialogues with peers, instructors, cooperating teachers and students. They also engage in internal dialogues with themselves via self-reflection after teaching a lesson or responding to a reflective question in the TESOL Methods course. With each interaction, and exchange of dialogue, they gain new insights and perspectives on their emerging identities.

Defining Identity and the Process of Identity Construction

Identity has been researched from psychological and sociocultural behavioral perspectives (Erikson, 1968; Mead, 1934), and this study draws primarily from the

seminal work conducted by Mead. George Mead's theory of the social self was based on the principle that the self emerges from social experiences and activities over time. According to Mead (1934), there are three activities that develop the self: language, play, and games; for the purpose of this inquiry, language and the interplay of participants' experiences in TESOL courses and interaction with members of the EXTEL cohort are the main focus. This is also consistent with SCT, which originated in the work of psychologist Lev Vygotsky (1978, 1986) and has been conceptualized by other theoreticians such as Wertsch (1991, 1998).

From a Vygotskian perspective, PSTs mediate their teaching identities through the tools of apprenticeships of observation and the various communities of practices (Lave & Wenger, 1991) with which they interact, e.g., clinical teachers, school administrators, university professors, and students. Furthermore, this connects to both their current and future experiences as PSTs and practicing teachers and the ongoing formation of identity.

Geisel and Meijers (2005) associated identity formation with a learning process that is constructed by each individual "with the help of culturally available building materials" (pp. 423-424). In a study exploring the influence of field placements in linguistically and culturally diverse classrooms on preservice science teachers' identities, Settlage, Southerland, Smith, and Ceglie (2009) also related identity formation with construction, namely the notion that identities are "ongoing construction projects that have the potential for reshaping as new people, places, and problems are encountered" (p. 105). Clarke's (2009) research on identity echoed the belief that identity formation is

both dynamic and a seemingly never-ending journey, and he also discussed the influences of discourse and participation.

The Role of Context in Identity Formation

Context is a required element in identity construction. In a study involving variations in teachers' work, lives and effects on students, Day and Kington (2008) noted three dimensions of identity: (1) professional identity; (2) situated local identity; and (3) personal identity. According to the work of Day and Kington (2008), there is no separation of the dimensions; they are interdependent and intersect with one another in the formation of an identity (See Figure 2).

Day and Kington's (2008) second dimension of identity, situated or socially located identity, is "located in a specific school and context and is affected by local conditions" (p. 11). For the four PSTs in this study, the contexts include the EXTEL cohort, the TESOL Methods and Practicum courses, practicum classrooms and all of their experiences with other members within each context. While Day and Kington's (2008) research separated the three dimensions, noting that they do intersect, I posit that there are no distinct dimensions that compose identity. Instead, identity is an accumulation of personal and professional experiences that all occur in specific contexts.
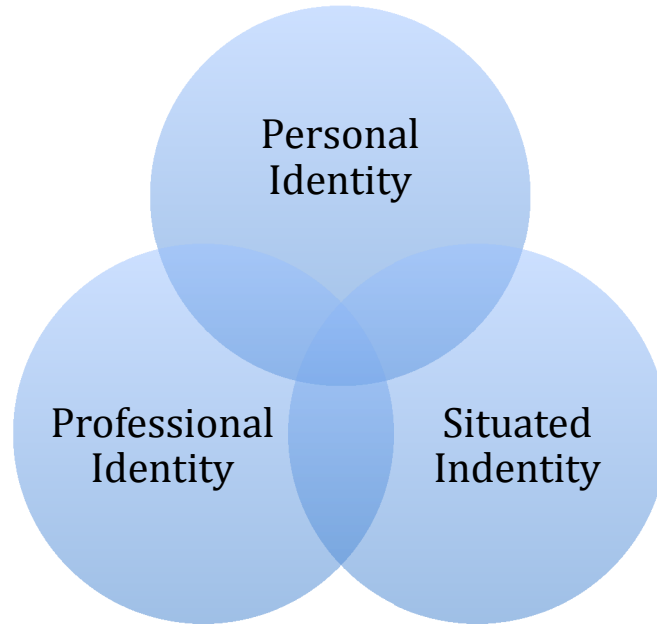
Figure II. Three Dimensions of Identity (Adapted from Day & Kington, 2008).

The Role of Apprenticeships of Observation

One key context for PSTs is the classroom and the time that they have spent as students. In his seminal book, *Schoolteacher: A Sociological Study*, Lortie (1975) discussed all of the experiences that teachers bring with them from their times as students, and calls this the apprenticeship of observation. This apprenticeship of observation includes the many years that teachers have spent as students observing both their teachers and other students and it has a profound influence on teachers' identities. In data obtained from his study in Five Towns, Lortie (1975) revealed that many new teachers believe that their former teachers had a major impact on their teaching and decision to enter the teaching profession. Lortie (1975) also articulated the impact of family on PSTs' decision to become teachers and maintain a family tradition of educators.

Another major influence on PSTs' identities is their background knowledge or personal histories. Palmer (2007) explored the contribution that personal experiences and genetics have had on his teaching identity.

> By *identity* I mean an evolving nexus where all the forces that constitute life converge in the mystery of self: my genetic make-up, the nature of the man and woman who gave me life, the culture in which I was raised, people who have sustained me and people who have done me harm, the good and ill I have done to others and to myself, the experience of love and suffering-and much, much more. In the midst of that complex field, identity is a moving intersection of the inner and outer forces that make me who I am, converging in the irreducible mystery of being human. (pp. 13-14)

Research conducted by both Furlong (2013) and Beijaard, Verloop and Vermunt (2000) on student teachers' life histories examined the impact of apprenticeships of observation on identity. In a study of the life histories of 15 student teachers in Ireland, Furlong (2013) discovered that the participants' apprenticeships of observation, life histories and teaching experiences-both positive and negative-greatly influence their teaching identities.

Discourse with a Capital "D"

"Discourses are about being 'kinds of people'" (Gee, 2014b, p. 183), and are synonymous with identities. "Big D" Discourses are "ways of combining and integrating language, actions, interactions, ways of thinking, believing, valuing, and using various symbols, tools, and objects to enact a particular sort of socially recognizable

identity" (Gee, 2014a, p. 46), and this informs my exploration into PSTs' teaching identity formation.

Gee (2014a) posited that identities are enacted by "using language together with other 'stuff' that isn't language" (p. 45) and that identities are built with both language and the influence of beliefs and values. Gee used an example of a gang member and the need to dress and act in ways that are expected of a gang member. These expectations and characteristics also exist for PSTs and members of the EXTEL cohort, and are represented by the use of symbols, tools and objects, i.e. SIOP, content and language objectives, ACCESS test, and funds of knowledge (Moll et al., 2002). Preservice teachers attain membership to the EXTEL cohort after they are accepted into the program. However, membership alone will not result in association with or recognition of the figured worlds of EXTEL and LCRTs. After completing the TESOL Methods and Practicum courses and interacting and collaborating with the other members of the EXTEL cohort, PSTs acquire specialized discourses and knowledge necessary to instruct ELs and other diverse learners, thus enacting what Gee (2014a,b) called a "Big D" Discourse. Gee (2014a) posited that the key to successfully acquiring or enacting a Discourse is being recognized as being a member of the cultural world or Discourse through specific "language, actions, interactions, values, beliefs, symbols, objects, tools, and places" (p. 35)

Gee (2014a) contended that being in a Discourse requires members to possess similar beliefs and values. People learn a primary Discourse, or way of being an ordinary person, but we acquire various Discourses through our life experiences through interactions and socialization (Gee, 2014a). Once again, context is a key factor in the

acquisition of a Discourse, and PSTs are exposed to LCR teaching Discourses through interaction with members of the EXTEL cohort in courses and practicum experiences.

discourse with a little "d"

From a linguistic perspective, discourse relates to syntax and the relationship between sentences in speech or writing. Discourse varies within every different context and shapes the understanding of written or verbal discourse. During their journeys to become teachers, PSTs have acquired a variety of discourses. As students, they have learned Standard American English (SAE) and many have also acquired a local dialect or non-standard form of English. Some have also learned foreign languages and many have acquired technological "languages," for example, texting lingo. In their classes in the teacher education program, PSTs are introduced to vocabulary and concepts related to teaching, for example lesson plans and classroom management techniques, and utilize this discourse in their assignments and class discussions. The two TESOL courses represent another source of discourse acquired by the PSTs and include words like SIOP, WIDA and other terminology related to methods, materials and procedures used to instruct ELs.

Gee (2014a) discussed the interconnectedness of discourse with a "little d" and identity formation. "We use language to get recognized as taking on a certain identity or role, that is, to build an identity here and now" (p. 18). Gee (2014a) also referred to the multiplicity of identities one possess and the fact that you may enact one identity in one moment and take on another Discourse and manner of speaking in the next moment. Through language and actions, both considered "little d" discourses, people compare and

contrast their identities to others and also "build identities for others as a way to build ones for ourselves" (Gee, 2014a, p. 18)

"Little d" discourse use is contingent upon context and audience. When PSTs engage in discussions with other members of the EXTEL cohort or are teaching in their Practicum classrooms, they speak with these specific discourses, which Gee (2014a) deemed "non-vernacular, 'specialist' social languages" (p. 23), for example, talking about a student's ACCESS score or proficiency level. However, when PSTs are with friends or family, they use different discourses to enact their different identities, for example, speaking less formally and perhaps using slang or text lingo. Through the use of "little d" discourses, PSTs articulate their "Big D" Discourses.

Defining Teaching Identity for This Inquiry

As PSTs cultivate their "Big D" (Gee, 2014a) Discourse of Teacher, they have various stops or stages during their journeys. Britzman (2003) talked about four stages that PSTs go through during their time in teacher education programs: "a compulsory student, a teacher education student, a student teacher, and 'newly arrived' classroom teacher" (p. 70). In each stage, PSTs cultivate their identities as they are exposed to different courses, classmates, teaching styles and classroom climates in their practicum and student teaching experiences. In this study, the four participants have already completed four TESOL courses, but are still in Britzman's (2003) stage as a teacher education student, and adding methods and strategies for working with ELs into their teaching identities.

Research by Flores and Day (2006), Lamote and Engels (2010), and Levin and He (2008) emphasized the impact of teacher education courses on PSTs' teaching identities.

This relates to the content of the TESOL Methods course and its impact on PSTs' teaching identity, and is one of the cornerstones of this study's conceptual framework.

The results of Lamote and Engels' (2010) study on student teachers' perceptions of professional identity also revealed the impact that teacher education courses have on students' professional identities within the context of teacher education, especially how the theories, values, attitudes and behaviors of both instructors and peers directly influence identity. Levin and He's (2008) study on PSTs showed that teacher candidates bring their own set of beliefs into teacher education programs and that programs have a definite impact on their beliefs, namely in reference to pedagogy and instruction.

Flores and Day (2006) introduced the construct of a Pre-Teaching Identity. They followed participants during their first two years of teaching and determined that past influences, including personal biographies, teacher training and student teaching (Flores & Day, 2006), were key in the mediation of their participants' professional identities. Results of the inquiry by Flores and Day (2006) revealed that PSTs' identities are also shaped by their theories of teaching and images of teachers that they possessed as a student, which is consistent with Lortie's (1975) work and the power of the apprenticeship of observation on teacher identity.

Preservice teachers are uniquely positioned as both student and teacher, and this can often result in dissonance. I conducted a pilot study in the fall of 2013 with three members of the inaugural EXTEL cohort during their Practicum I experience at Greenscape Elementary School* on the influence of the six TESOL courses and participation in the EXTEL grant on their professional identities. The results of the study

*Pseudonym

revealed that PSTs are at a crossroads; they are in schools and engaging in student teaching and observation, but they are still students. "I feel like my professional identity is in limbo. I am half student and half teacher. In May, I may not be either and that scares me" (Anna, personal interview, November 2013).

In her book *Practice Makes Practice*, Britzman (2003) discussed the competing discourses, much like those articulated by Anna, with which student teachers must contend. "Marginally situated in two worlds, the student teacher as part student and part teacher has the dual struggle of educating others while being educated" (p. 36). This struggle is symbolic of the existence of multiple identities or Discourses that Gee (2013a,b) deemed everyone possesses and requires switching back-and-forth between roles and the language and actions representative of each specific Discourse.

Izadinia (2013) conducted a review of 29 studies on student teachers' professional identity, and defined student teacher (ST) identity as:

> STs' perceptions of their cognitive knowledge, sense of agency, self-awareness, voice, confidence and relationship with colleagues, pupils and parents, as shaped by their educational contexts, prior experiences and learning communities. (p. 708)

One of the studies featured in the review was conducted by Sugrue (1997) on STs in Ireland, and the findings were consistent with the aforementioned link between SCT and context on identity formation, especially the apprenticeship of observation.

> The personal experiences of student teachers, their apprenticeship of observation and the embedded cultural archetypes of teaching collectively yield both the form

(sociohistorical situatedness) and the content (beliefs, attitudes, dispositions and behaviours) of their teaching identities. (Sugrue, 1997, p. 214)

Once again, PSTs' prior experiences in school as students, observers and STs greatly influence their teaching identities. The term "teaching identity" is used in this inquiry because Metropolitan University's college of education has moved away from the use of the verbiage student teaching, and uses the term Practicum II to describe teacher candidates' final semester, representing a shift from the traditional terminology, and emphasis on the PSTs being a part of the entire school community and engaging in activities in all aspects of the school, for example collaborating with other teacher candidates who are placed in classrooms in other grades, not solely their designated classroom.

An exploration of the influence of TESOL courses on PSTs' teaching identity will fill a gap in the literature. The EXTEL grant is one of a few programs in the US that offers undergraduate teacher candidates the opportunity to earn their ESOL endorsement. Other programs, including a project led by researchers Waldschmidt, Dantas-Whitney and Healey (2005), offer professional development to inservice teachers on strategies for working with ELs or students returning to universities to add an ESOL endorsement.

Studies conducted by Alsup (2006), Britzman (2003), Chong, Low and Goh (2011), Danielewicz (2001) Flores and Day (2006) and Lamote and Engels (2010) all emphasized the impact of student teaching on PSTs' emerging professional identities. Lamote and Engels' (2010) study of PSTs revealed that student teaching, that final experience before gaining certification and becoming a teacher, is one of the most

impactful influences on PSTs and causes them to question their fledgling teaching identities.

Identity is indeed complex and is in a constant state of construction and negotiation. As PSTs conclude their coursework and step into their practicum and student teaching experiences, they must juggle roles and Discourses as both student and teacher. During this time at the crossroads, they do not possess separate identities as student and teacher; rather, these are intertwined and PSTs must negotiate a new iteration of their identity with each new experience.

Summary

Identity is a construct that is dynamic and is constantly being negotiated and renegotiated and is formed through interactions and exposure to various contexts. Preservice teachers possess a unique position with roles as both students and teachers and draw from prior experiences during their apprenticeships of observation when developing their professional identities. As PSTs make the transition from student to teacher candidate to student teacher, they engage in coursework and interact with their various communities of practice, representing the union of content and context necessary for the construction of identity. These emerging identities are influenced by numerous factors within the contexts in which they are immersed, namely the figured worlds of the EXTEL cohort and the TESOL classes they attend as well as their CTs, peers and the students in their practicum classrooms. One of the "Big D" Discourses acquired by the four participants is that of a linguistically and culturally responsive teacher, and includes both the knowledge of methods and materials to best serve ELs as well as the possession of attitudes and beliefs that all students deserve quality instruction and high expectations.

Some of these methods include the writing of content and language objectives and incorporating language supports and accommodations to match ELs' proficiency levels, as well as making connections between students' L1s and English, which are all key components of enacting the Discourse of a LCRT, thus effecting a reconstruction of the participants' teaching identities.

In the next chapter, I will discuss my research methodology and introduce the methods used for data collection and analysis.

Chapter III

Research Methodology

I want to understand the world from your point of view. I want to know what you know in the way you know it. I want to understand the meaning of your experience, to walk in your shoes, to feel things as you feel them, to explain things as you explain them. (Spradley, 1979, p. 34)

Spradley's (1979) quote is representative of my role as a qualitative researcher and the question that guides this inquiry. With the help of my participants, I have reconstructed part of the journeys the four have taken and interpret their unique stories through my lens, with my voice. In order to unpack the discourses that PSTs use to articulate their emerging teaching identities and the influence of the TESOL Methods and Practicum courses, I used a qualitative multiple case study approach. In this chapter, I provide readers with a rationale for the use of qualitative methods to answer one research question that guided this inquiry: How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?

I also discuss my stance as a constructivist qualitative researcher and include a description of the design of my study including research context, participants and data collection. Finally, I describe my use of first and second cycle coding (Saldaña, 2013) and three of Gee's (2014b) analytical tools during data analysis, and conclude the chapter with a discussion of ways to increase the internal validity of the study, ethical considerations and limitations to the study.

Multiple Case Study Design

Qualitative research is firmly rooted in the fields of anthropology and sociology. Creswell, in the fourth edition of his book *Research Design* (2014), defines qualitative research as "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (p. 4). Merriam (2009) paints a picture of researchers using qualitative methodologies as follows: "qualitative researchers are interested in understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (p. 5).

This qualitative inquiry used a multiple case study (Yin, 2014) approach. Yin (2014) articulates a two-fold definition of case studies, and the first part relates to the scope of the case study.

> A case study is an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident. (Yin, 2014, p. 16)

The second part of Yin's (2014) definition relates to the features of the case study and refers to the existence of multiple variables and data sources and the need to triangulate data.

The study focused on the phenomenon of becoming a teacher, namely of becoming an elementary-certified teacher with an added-on ESOL teaching certificate. My research question explored the role of two TESOL courses on PSTs' identities, and Yin (2014) posits that "how" questions and the desire to explain a phenomenon are both signals that a case study approach is appropriate for a particular inquiry. Creswell (2013)

discusses the need for researchers to define cases "that can be bounded or described within certain parameters, such as a specific place and time. Typically, case study researchers study current, real-life cases that are in progress so that they can gather accurate information not lost by time" (p. 98).

This study was bounded by the participants' final semester of coursework and enrollment in both the TESOL Methods and Practicum courses, and data was collected during their experiences. These two courses are the exit courses for the TESOL program, and all four participants had previously taken the first four TESOL courses: Introduction to Linguistics, Principles of Second Language Acquisition, Cross-Cultural Communication, and Assessment. Additionally, the data was collected from a variety of sources, including individual interviews, documents and observations, which enabled an in-depth understanding of the cases and allowed for data triangulation.

I selected a collective or multiple case study approach in order to provide "more compelling" (Yin, 2014, p. 57) evidence regarding the effect of the two TESOL courses on the four PSTs' teaching identities. In multiple case study research, the aim is direct replication. By involving four participants in this inquiry, there was a much higher possibility of direct replication. Even though each PST possessed a unique personality and saw their experience through a different lens, individual cases yielded similar results because all four participants took both TESOL courses together and also completed their Practicum I experiences at the same school, so the goal was literal replication of each case, and Yin (2014) posits that selecting 2-3 cases can yield literal replication (p. 57). However, four individuals fulfilled the requirements for the study and agreed to participate, so I decided to involve all four because four participants is still a relatively

small number, and was much manageable as far as data collection and analysis, which allowed for strong analytic conclusions.

Philosophical Worldview

When planning a qualitative study, Creswell (2014) contends that researchers must contemplate three key components: a philosophical worldview, research design and methods. Guba (1990) defines a worldview as "a basic set of beliefs that guide action" (p. 17). It is important for researchers to contemplate their worldviews or philosophies before embarking on a study; in fact, these beliefs are one of the deciding factors in the selection of a research methodology. The philosophy that resonated the most with me is the constructivist or social constructivist worldview, which is often combined with interpretism (Creswell, 2014).

I believe that meanings and understandings are socially constructed, and this is resonant with Crotty's (1998) definition of constructivism. He posits that all meaningful reality is dependent on interaction between others and is constructed within various social contexts (Crotty, 1998, p. 42). As the PSTs in this study interacted with each other in their TESOL courses and in the classrooms in their Practicum placements, they engaged in the process of constructing their teaching identities. This process did not occur in isolation, but rather as a result of interaction with peers, elementary students, clinical teachers, course instructors and the researcher.

Researchers espousing the constructivist worldview seek to gather information from a variety of views. Interviews are one of the sources of data that I collected and were composed of open-ended questions to encourage participants to share their views of the effects of the TESOL courses on their emerging teaching identities. Observations are

also a key method of data collection and provide researchers with a direct window into the context in which meaning is being constructed by participants, and I had a front row seat to this as I observed the participants in action in both the TESOL Methods course and in the elementary classrooms in which they completed their Practicum I. As I interpreted data, I utilized an inductive process and reconstructed the meanings expressed by participants. Merriam (2009) echoes the thoughts expressed by both Creswell (2014) and Crotty (1986) regarding research guided by constructivism and posits that the purpose of research from an interpretive or constructivist perspective is to "describe, understand and interpret" (p. 11).

From a constructivist stance, the discourses of the four PSTs, to which I gained access through interviews, assignments and observations, were reconstructed to describe their journeys to become LCRTs and demonstrate the influence of the TESOL Methods and Practicum courses on their teaching identities.

Context of the Study

EXTEL Grant

The Exceptional Teachers for English Learners (EXTEL) grant was awarded to Principal Investigator (PI) Dr. Tadasana by the US federal government in the Fall of 2011. Tadasana is an associate professor and department chair who established the TESOL program at Metropolitan University. The duration of the grant is five years, and the first cohort began coursework in the Spring 2012 semester. The grant pays tuition for all six TESOL courses at Metropolitan University for undergraduate elementary education majors and inservice teachers from school districts that have been selected to participate in the cohort. Students are recruited during the fall semester and begin

coursework in the spring semester. After successfully completing all six courses and a literacy course, students earn an English to Speakers of Other Languages (ESOL) added-on teaching certificate from the state department of elementary and secondary education.

The group that began classes in Spring of 2014 constituted the participants for this study and was composed of 12 inservice teachers and 10 preservice teachers. Some of the graduate students were teachers from schools in the Sagewood School District* while others are from the Quinton School District*. Members included nine classroom teachers, one reading specialist, one instructional coach and one assistant principal.

Both undergraduate and graduate students take all six courses together, completing two courses each in three consecutive semesters. Students begin taking courses in the Spring semester, with Introduction to Linguistics and Principles of Second Language Acquisition. In the Summer semester, the courses are Cross-Cultural Communication and Assessment; and, in the culminating Fall semester, participants are enrolled in the TESOL Methods and Practicum courses.

Students who participate in EXTEL are required to attend monthly professional development seminars held at one of the schools in the Quinton District and led by Dr. Tadasana and the grant's co-principal investigator, Dr. Adharma*, who is an Assistant Professor at Metropolitan University. Participants also attend a week-long Summer Institute during the final week of the summer semester, held in the last week of July.

Metropolitan's TESOL Courses

Each of the six TESOL courses taken by participants introduced them to information necessary to best instruct ELs; in Introduction to Linguistics, students compared and

*Pseudonym

contrasted the process of first and second language acquisition, while they discussed various theories of second language acquisition (SLA) in the Principles of Second Language Acquisition class. In the Cross-Cultural Communication class, students investigated various aspects of other cultures including individualism-collectivism, power distance, masculinity-femininity and uncertainty avoidance, and how these variables affect ELs in US schools. In the Assessment course, participants focused on all aspects of WIDA, from administering an ACCESS test to creating lesson plans that included modifications for ELs' varying levels of proficiencies.

TESOL Methods and Practicum Courses. In the TESOL Methods course, the Sheltered Instruction Observation Protocol (SIOP) and its eight components and 30 features served as a cornerstone of the practices acquired by all four participants, and they received direct instruction on all 8 components of SIOP during the semester. They also applied this newly acquired knowledge by incorporating it into the six mini lessons and one unit plan that were major assignments for the course. The primary foci of the TESOL Methods course were the writing of content and language objectives aligned with the Common Core State Standards, assessment and WIDA language anchors, as well as incorporating multimedia and children's literature into mini lessons and the unit plans created by the PSTs during the course.

The TESOL Methods course was a seminar in which PSTs and inservice teachers met on alternating Monday evenings during the Fall 2014 semester. The class was structured so that students had physical class meetings on the campus of Metropolitan University one week and engaged in a virtual class the other week. Both the physical and virtual classes were facilitated by Dr. Tadasana.

The four participants in this study completed their TESOL Practicum, which also fulfills Metropolitan University's Practicum I requirement, at Lakeview Elementary School*, which is in the Sagewood School District.

Sampling/Participants

The four participants in the study were selected through the use of purposeful sampling, which, as Coyne (1997) posits, represents all sampling procedures utilized in qualitative research because "the sample is always intentionally selected according to the needs of the study" (p. 629). Merriam (2009) also discusses the use of purposeful sampling in participant selection and the need to choose participants who "reflect the average person, situation, or instance of the phenomenon of interest" (p. 78). This study explored the effects of two TESOL courses on PSTs' emerging identities as they finished taking TESOL courses, so the PSTs represented the phenomenon of interest. The criteria for a participant was to be a PST and member of the EXTEL cohort enrolled in both the TESOL Methods and Practicum courses in the Fall 2014 semester. The four women in this inquiry were also representative of the majority of students at Metropolitan University, for example, in the 2014 Fall semester, 60% of students were women, 83% were from the area in which the university was located, 63.5% were White and 17.6% were African American (About Metropolitan, n.d.). Additionally, there were 453 seniors enrolled in the College of Education at Metropolitan University; 351 were women and 102 were men (Official Enrollment Fall 2014 by Gender, n.d.).

Four participants were identified by Dr. Tadasana who fulfilled the aforementioned requirements. I sent an email to each participant to explain the purpose

*Pseudonym

of the study and asked for their individual consent to be participants in the study. Upon agreeing to participate, they each signed letters of consent to be in accordance with the Institutional Review Board (IRB) guidelines.

Brenna

Brenna is a 23-year-old Caucasian female who was born in the Midwest and has lived in a couple different cities and also spent time in the Pacific Northwest, where she had her first experiences with ELs. She studied both Spanish and French in high school, but has never travelled outside the US. Brenna is enrolled as a full-time student and is a senior in elementary education/TESOL, but also works at least 20 hours a week at a local fast food restaurant. This inquiry focused on discourse, namely Gee's (2014a, b) "little d" and "Big D" discourses. Brenna's primary discourse is Standard American English (SAE), which she uses in her teacher education courses and in her Practicum classroom; however, her secondary discourse is more casual and includes slang, which she uses with friends and when working.

In her senior year of high school, Brenna had the opportunity to participate in her school's teaching academy, which was similar to an internship and she was able to visit schools and observe teachers. One of the teachers she worked expressed frustration with an EL and told Brenna that he was not capable of completing his work and assigned her the task of working with the student, even though the teacher told Brenna that "I don't know why I am giving you this work to work with him because his parents don't speak English and they won't understand anyway, so there's no point" (Brenna, personal interview, December, 2014). Brenna vowed to never treat students this way and to find strategies to work with ELs. When a graduate research assistant visited her literacy class

to recruit for the EXTEL grant, she realized that this was the connection that she wanted, even though participation delayed her graduation by one semester.

For her Practicum experience, Brenna was placed in Ms. Nielson's* first grade class. There were 21 students, and five ELs, four of whom received services from the ESOL specialist who both pulls students out and pushes in during classroom instruction. Four of the ELs were Spanish speakers; one boy moved from Texas and had no ACCESS score on file, which is a test that determines ELs' levels of proficiency in the domains of reading, writing, speaking and listening, but appeared to possess a relatively low level of English proficiency; two boys had high levels of proficiency at levels of 4.7 and 4.6; a Spanish-speaking female EL had a 1.7; and a native-French-speaking girl from Africa possessed a level of 4.4.

Fallon

Fallon is a 22-year-old Caucasian female and senior in elementary education/TESOL at Metropolitan and transferred after completing coursework at a local community college. She is from a rural area of the state and did not experience linguistic or cultural diversity until she enrolled at the university. Fallon returned to act as a substitute teacher for her former school district and found out that there were only 30 ELs in the district and one ESOL specialist. She studied Spanish for two years in high school and has visited Cozumel and Jamaica. Fallon's primary discourse is SAE, influenced heavily by the time she spent in a rural area of the Midwest, and she uses more formal speech in her teacher education courses and in her Practicum classroom. She serves as a

*Pseudonym

substitute teacher, so also employs SAE while working, in contrast to Brenna's use of more relaxed discourse; however, when interacting with friends and family, she does use slang and colloquialisms.

She joined the EXTEL cohort to fulfill the Metropolitan requirement of being dually certified as an elementary education major, but also hoped to make herself more marketable. After speaking with some classmates in an English class about EXTEL, she said the opportunity "just fell into my hands" (Fallon, personal interview, December, 2014) and she met with Dr. Tadasana and was accepted in the program.

Fallon completed her Practicum in Mrs. Thomas's* third grade classroom. There were 25 students in the classroom, including four Spanish-speaking ELs, but only one student received services from the ESOL specialist.

Lauryn

Lauryn is a 26-year-old Caucasian female and single mother of a seven-year-old son. She initially began her studies at a local community college and pursued a nursing degree, but took a break to have her son and then returned to classes. After switching her major numerous times, Lauryn eventually decided to pursue a career in teaching and enrolled in Metropolitan's elementary education program. In her roles, or "Big D" Discourses as Student and Mother, Lauryn uses SAE; however, when with friends and family, she utilizes more relaxed, less formal discourse.

Prior to joining the EXTEL cohort, Lauryn had not previously taken any multicultural courses. She studied French in high school and has travelled to the Bahamas and Cancun. Lauryn decided to earn her ESOL endorsement and participate in

*Pseudonym

the grant because of the shifting demographics in the US and feels that all teachers, both preservice and inservice, should gain knowledge of how to best serve both ELs and students with special needs. "I think that every teacher that is teaching now, currently, and every preservice teacher needs to be some ELL and special education teacher training. Our classrooms are integrated and we are going to be forced to reckon with this one way or another in our classrooms" (Lauryn, personal interview, December, 2014). For her Practicum experience, Lauryn was placed in Mrs. Logan's* first grade classroom. There are 21 students in the classroom, and three ELs, all with high levels of proficiency, none of whom receive service from the ESOL specialist.

Tonya

Tonya is a 35-year-old African American female who is a wife and mother of four children: two daughters, ages 15 and 10, and two sons, ages 8 and 7. She attended a local teacher's college after she finished high school, but then gave birth to her oldest daughter and stayed home to raise her children. Tonya worked for a car rental company for eight years, but wanted to realize her goal of becoming a teacher and enrolled in Metropolitan's elementary education program. Tonya's primary discourse, which she uses in teacher education courses and in her Practicum classroom, is SAE. In interactions with her children, she said that she often engages in code-switching, that is, alternating between SAE and African American English (AAE), but encourages them to use SAE as their primary discourse. Tonya also said that she will often use AAE when she is socializing with friends and other family members.

Tonya, who has never travelled outside of the US, is fulfilling her dream of

*Pseudonym

teaching overseas and is currently completing her student teaching in China. Tonya decided to join the EXTEL program because she felt the courses could provide her with helpful knowledge, but also with the hope that experience working with ELs would position her as "a better teacher candidate than someone else who didn't have experience working with ELs" (Tonya, personal interview, December 2014).

For her Practicum, Tonya was placed in Mrs. Isen's* third grade class. There were 25 students in the classroom, and six were ELs, with varying levels of proficiency in English: one level 1, one level 2, two level 4 and two level 5. Additionally, there were seven students with individualized education plans (IEPs) in the classroom.

Lakeview Elementary School

Lakeview Elementary School is located in a suburban area in a large city in the Midwestern United States. The student body is comprised of 554 students from kindergarten through the fifth grade. There are four classes for each grade, and the average class size is 19 students.

The breakdown of Lakeview's student population is 46.6% Black, 26.2% White, 21.1% Hispanic, 2 % Asian, and 0.2 % Native American, and about 89% of the families qualified for free or reduced lunches. There are 95 ELs enrolled at the school, which is the highest number in the Sagewood School District. The language backgrounds represented in the school include Spanish, French, Haitian, Arabic and several different African languages. There are two full-time ESOL specialists at Lakeview, one works with kindergarten through second grade and the other with students in third through fifth grade. The ESOL specialists utilize both push-in and pull-out methods of instruction.

* Pseudonym

The four participants were enrolled in the TESOL Practicum course, which required them to be at Lakeview two days a week, on Tuesdays and Thursdays, for the duration of the 16-week semester. Each PST was assigned to a specific classroom of a teacher that volunteered to serve as a Clinical Teacher (CT) for the entire school year, and all four participants remained in that classroom during Practicum II.

Data Collection

Before I began data collection, I obtained signed letters of consent from each participant. The letters outlined the expectations of their participation and ensured the participants' confidentiality during and after the study. Yin (2014) recommends collecting six sources of evidence in case study research: documents, archival records, interviews, direct observation, participant-observation and physical artifacts. In order to answer my research question: *How do preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?,* I collected four of these sources that best answer my research question: interviews, documents, direct observation and participant-observation.

The collection of multiple sources of evidence develops "converging lines of inquiry" (Yin, 2014, p. 120) to triangulate data, which strengthened the study's construct validity. This is also consistent with Creswell's (2014) third characteristic of qualitative research, the need to collect multiple sources of data. Data collection began in October of 2014 and concluded at the end of the Fall semester in December. Table 1 shows an organized and systematic plan for the collection, management and analysis of data for the study.

Table 1

Data Management and Analysis

Data Source	Probing Questions	When?	How?	Quantity
Interviews				
Individual	What are the participants' perceptions of their apprenticeships of observation and two TESOL courses on their emerging teaching identities? What language/discourse are they using to express themselves?	December, 2014	Interview Protocol (Appendix A)	1 per participant
Documents				
Discussion Board Reflections	How does the TESOL Methods course shape participants' teaching identities? Are they using technical language/discourse related to TESOL in their reflections on course content and identifying themselves as TESOL educators?	September-December	Collected from course's Blackboard site.	12 from each participant
TESOL Methods Course Unit Plan	What aspects/discourses of being a LCRT are represented in the lesson plans and other components of the case study?	October-December	Collected electronically from each participant.	1 unit plan from each participant
Observational Data				
Participant Observation TESOL Methods Class	During each physical class meeting, how are the participants interacting and engaging with the other members of the EXTEL cohort? Is the community of practice co-constructing teaching identities? Do the participants use languages/discourses related to TESOL in class and identify themselves as TESOL-trained teachers?	September-December	Classroom Observation Protocol (Appendix C)	8 class meetings
Direct Observation				
Classroom	As participants teach lessons, are they using the strategies/discourses learned in the various TESOL classes, for example, providing ELs with more wait time or using L1 for	October-November, 2014	Classroom Observation Protocol (Appendix B)	Twice for each participant

	clarification? Are they using content and language objectives during instruction and referring to students' background knowledge of the content being covered in the lesson?			

Interviews

       I conducted one semi-structured interview with each participant during December, the final month of the Fall 2014 semester, which lasted for approximately 60 minutes. The interviews concentrated on participants' apprenticeships of observation (Lortie, 1975), as well as the details of their experience in the TESOL Methods and Practicum courses. Each interview took place in a meeting room on the campus at Metropolitan University and was audio-recorded with a hand-held microrecorder and transcribed by the researcher. Each participant was assigned a pseudonym and the transcripts were stored in a password-protected file in Dropbox on a password-protected laptop.

       After reviewing the literature regarding identity formation, the general consensus is that identity is a combination of both personal and professional experiences and that PSTs draw heavily on their contextual experiences as students as they embark on the journey to become teachers. For example, one of the questions (See Appendix A for interview protocol) inquired about one of their favorite teachers and the impact that teacher has had on the participant, while another, *"How do you think your experience as a student will shape your teaching practice?"* stimulated them to reflect on the teacher that they are becoming. Another question, *"This semester, you are taking the TESOL Methods and Practicum courses. Think back on the semester and tell me about a specific topic or experience that has changed your views on teaching or perception of working*

with ELs or other diverse learners?" queried participants about the role of TESOL courses on their fledgling identities, which is the basis of my research question.

Merriam (2009) posits that interviews allow participants to articulate their interpretations of the world around them, in this instance, the influence of two TESOL courses, on PSTs' emerging identities. Interviews are essential to reconstruct the discourses of PSTs and tell their stories. "I interview because I am interested in other people's stories. Most simply put, stories are a way of knowing" (Seidman, 2013, p. 7). The participants used both "little d" and "Big D" discourses to tell their unique stories of becoming a teacher, and described their teaching identities. For example, "little d" discourses represent the actual language used by the participants while "Big D" Discourse relates to identity (Gee, 2014a,b); they are interconnected and both are part of my research question.

Documents

Discussion Board (DB) reflections. Participants were enrolled in the TESOL Methods course taught by Dr. Tadasana, and one requirement of the course was weekly reflections. The reflections, which included between two to five questions, were included on the course's Group DB on Blackboard, and topics were related to the content discussed in the weekly class meeting (See Appendix D for a list of the weekly topics/questions). For example, the reflection for week two, during which students learned about component one of SIOP, Lesson Preparation, Dr. Song prompted the participants to reflect on how they would implement this component in the instruction of ELs. At the beginning of the semester, Dr. Tadasana utilized a function of Blackboard to randomly group students into small groups of five to seven students, composed of both

preservice and inservice teachers. Students posted their original responses to the questions by the end of the day on Saturdays and responded to at least one group member's original response by Sunday. There were a total of 10 reflections during the semester, and I collected all of them from the course's DB and transferred them into a Microsoft Word document stored in a password-protected Dropbox folder.

The reflections provided evidence of the participants' acquisition of a TESOL Discourse; that is, the use of terminology associated with SIOP and other methods used when instructing ELs. Through their words, or "little d" discourses, the participants are enacting the "Big D" Discourse of TESOL. One example of this intersection of "Big" D and "little d" D/discourses appeared in the third lesson in Tonya's mathematics unit plan. She listed key vocabulary for the lesson, which involved division word problems, in both Spanish and English, i.e. "quotient/cociente, divisor/divisor, and dividend/dividend" (Mathematics Unit Plan, TESOL Methods Course), and also added these words to the classroom word wall. This represents the use of ELs' native languages during instruction, a key form of support in the instruction of ELs, and a "little d" discourse that is part of a TESOL Discourse, or representative of a teacher who utilizes strategies and methods to best serve ELs. The strategies, methods, and materials for teaching ELs acquired during the TESOL Methods course and applied in Practicum, are added to their burgeoning teacher's tool kit, thus contributing to their teaching identities (Lamote & Engels, 2010; Flores & Day, 2006). The goal of the TESOL program/EXTEL grant is to foster LCRTs and participants' reflections showcased their grasp of the knowledge and competencies required to best serve ELs, demonstrating the influence of coursework and interaction within the cohort on their teaching identities.

TESOL Methods Course unit plans. To fulfill the requirements of the TESOL Methods course, participants created mathematics unit plans for a topic in their Practicum classroom. The unit plan consisted of between three to four mini lessons, and participants were required to include CCSS, content and language objectives, language domains addressed in the lesson, proficiency levels of ELs in the classroom and the corresponding learning/coping strategies and supports for ELs, key vocabulary, steps for implementation, assessment strategies, and a reflection on the enactment of the lesson (See Table 2 for an illustration of the components of one of the lessons from Lauryn's unit plan).

Unit plans created by the participants included specialty discourse related to various strategies and methods for teaching ELs, which is unique to students in the TESOL program, representing a major influence on their teaching identities. Likewise, these discourses are examples of the acquisition of a LCRT Discourse and the enacting of being a teacher with an ESOL endorsement.

Observational Data

Participant observation. I was a participant-observer in the participants' TESOL Methods course and attended every physical meeting of the class. The format of the class alternated between physical and virtual meetings; for example, the first week's class was held on the Metropolitan University campus and the second week students read assigned chapters and responded to reflective items on the course's Discussion Board. On the third Monday of each month, the class met at a school in the Quinton School District for the monthly EXTEL professional development, which was facilitated by Dr. Tadasana, Dr. Adharma*, an Assistant Professor and Co-Principal Investigator of the

* Pseudonym

EXTEL grant, and Dr. Garuda*, an Assistant Professor of Mathematics at Metropolitan.

The goal of the TESOL Methods course was to expose students to a variety of teaching

methods, including SIOP, to use in the instruction of ELs. Assignments from

the course included Discussion Board (DB) reflections, group presentations on assigned

Table 2

Lesson 2 From Lauryn's TESOL Methods Course Unit Plan

Title of Lesson	Number of ELs/Proficiency Levels	Key Vocabulary	Content Objectives	Language Objectives	Language Supports	ELD
Apple Addition (Focus on adding on)	3: Britany: Advanced Genesis: Advanced Ricardo: Intermed.	add, find the sum, analyze, brainstorm, develop, explain	Students will have to provide examples and reasoning to solve the problem. Students will model counting up with addition problems by using the flash cards and number line.	Students will collectively share and document their ideas on a worksheet using symbols and words to write/represent the sum of the addition problem.	**Sensory Supports:** -counting the dots -flash cards -total physical response **Graphic Supports:** -number lines -add-on model -apple signs **Interactive Supports:** -partner -total physical response -whole class discussion	ELD Standard 4: communicate information, ideas and concepts necessary for academic success in the content area of Science. Explain why you chose to use the number line or add on dots to solve your problem.

chapter readings, the creation of four mini-lessons and the course's culminating project, a

mathematics unit plan.

I interacted with Dr. Tadasana and the students when appropriate; for example, in

one physical class meeting I shared a Kagan cooperative learning strategy with the class,

and took field notes both during the class and reflected on my observations after the

conclusion of the class. As a participant-observer, I utilized an emic perspective, which

reflects the view of an insider to a particular culture or group. My background

knowledge and previous experience with the EXTEL grant and the TESOL Methods

*Pseudonym

course provided me with insight into the expectations and structure of the course. During my observations, I took field notes with rich description and focused mainly on the four participants and their interaction and engagement during the course. The observation protocol (Appendix C) that I used is a modified version of one created by Creswell (2013) and includes both descriptive and reflective notes and a space for a diagram of the classroom.

My role as a participant-observer and the data that I collected provides another window into the evolving identities of the participants. As I observed the classes and the content being presented, I had the opportunity to witness the new strategies and methods to which the participants were introduced and watched and listened as they incorporate this knowledge into their teaching philosophies and identities. This course also featured many new terms exclusive to TESOL and a TESOL (D)discourse and I observed how the participants articulated this new vocabulary and approach to teaching ELs and integrated it into their emerging teaching identities.

I used the observation protocol, as well as a notebook and pencil to detail events of each class and then transferred notes to a document in Microsoft Word. The documents were saved in a Dropbox account that was password-protected.

Direct observation. I observed each participant in their assigned Practicum classroom twice, once in November and December because this fit within the time frame of the study. I contacted each participant one week in advance to schedule a time to observe on a Tuesday or Thursday when they taught at least one lesson.

As I observed each participant, I took field notes on the classroom environment and the participant's verbal and nonverbal discourse. During classroom observations, I

utilized an etic perspective, or that of an outsider or researcher. The purpose of the observations was to determine if each participant was using some of the strategies and discourses related to working with ELs, which they learned in the TESOL Methods course. For example, one of the criteria on the observation protocol (Appendix B) is content and language objectives. These are key features of SIOP, and discussed at length during the TESOL Methods course. I was looking for them to be posted somewhere in the class and listening for the participant to share them with the class at various times throughout their delivery of the lesson.

After observing each lesson, I contacted the participant via email to ask her general impressions about the lesson, for example, *How do you think the lesson went?* and *What, if any, changes would you make in the future?* These follow-up conversations were copied and pasted into a Word document, which was saved on the hard drive of my password-protected laptop and Dropbox account, so I could refer to them during data analysis.

I used the observation protocol, as well as a notebook and pencil, to take field notes and later transferred them to a Microsoft Word document, which allowed me to revisit the data and make additional notes regarding my impressions of the participants in action in the classroom. My notebook was stored in a locked drawer in my desk while the Word document was saved on the hard drive of my password-protected computer, on a flash drive and in a folder in Dropbox.

Data Analysis

One of the eight characteristics of qualitative research discussed by Creswell (2014) and Merriam (2009) is the inductive and deductive nature of data analysis. "Data

analysis is a complex process that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation," (Merriam, 2009, p. 176). Merriam (2009) also refers to two functions of data analysis: "process of making sense out of the data" (p. 175) and "the process of answering your research question(s)" (p. 176).

When analyzing data, I moved between simple description during field work to more interpretative methods when unpacking an interview transcript or analyzing a DB response and then look back at the themes that emerge and determine if more data needs to be collected to sufficiently answer the research questions.

In this qualitative multiple case study, I collected a variety of data and analysis commenced from the onset and occurred simultaneously during the entire data collection process. Merriam (2009) posits that data analysis must be ongoing because "Data that have been analyzed while being collected are both parsimonious and illuminating" (p. 171). When analyzing the data, I utilized two layers of analysis (See Figure III) : (1) first cycle coding (Saldaña, 2013) using values coding (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013) and descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994) and, (2) second cycle coding (Saldaña, 2013) using focused coding (Charmaz, 2006) informed by three of Gee's (2014b) building tools. The data from each individual case was analyzed and I then conducted a cross-case analysis, informed by the work of Stake (2006).

Coding

As each piece of data was collected, the first step I took was a careful reading of the document or artifact, accompanied by the writing of notes in the margin of the

documents to record my initial thoughts about the data, which Tesch (1990) suggests as a first step in her eight step coding process. When coding, I began with broad categories, and then proceeded by narrowing down the categories until the main themes emerged.

Values coding. From the initial musings gained during my first few passes through the data, I used first cycle coding (Saldaña, 2013), specifically values coding (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013), which falls under the umbrella of affective methods of coding (Saldaña, 2013). "Values coding is the application of codes onto qualitative data that reflect a participant's values, attitudes, and beliefs, representing his or her perspectives or worldview" (Saldaña, 2013, p. 110).

I used values coding on interview transcripts, field notes and DB reflections. In the week 11 physical class meeting of the TESOL Methods course, one group of students made a presentation on a chapter on ELs' linguistic learning demands from Diaz-Rico

Figure III. Levels of coding used in data analysis.
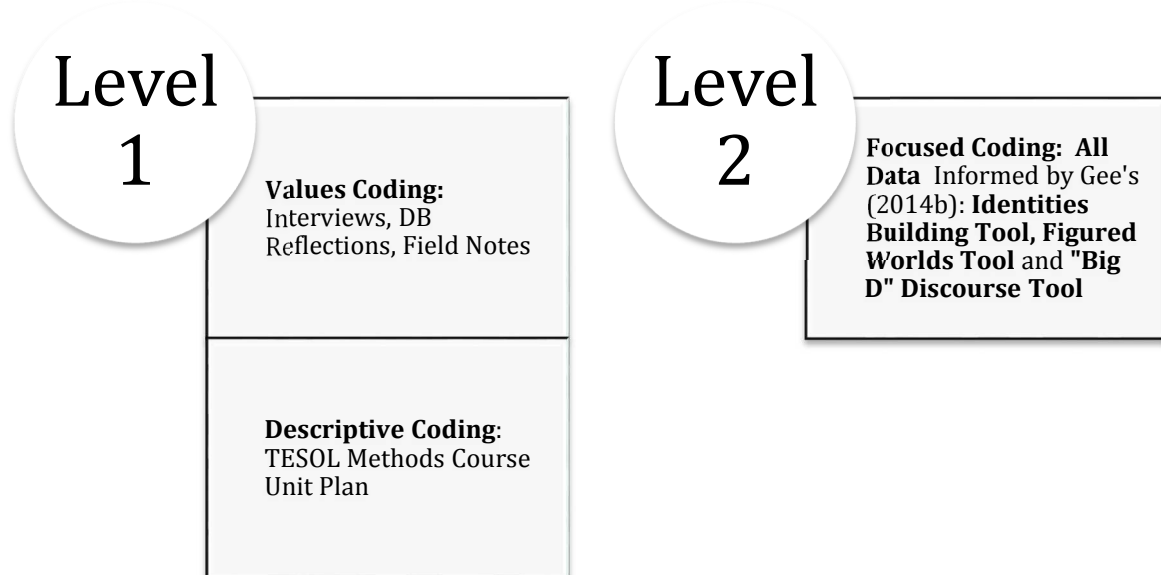
 (2014), and I created two reflective items for the participants; the first asked students to reflect on how they had created or will create classroom environments conducive to the success of ELs, while the second question prompted them to reflect on their experiences in the TESOL program as they neared completion of the program as well as to discuss the strategies and methods they had added to their TESOL Toolkit. (See Appendix D for a complete list of weekly reflective items). Table 3 shows an example of the values codes generated for Fallon's responses.

After coding data according to values, attitudes and beliefs, I "categorized them and reflected on their collective meaning, interaction, and interplay, working under the premise that the three constructs are part of an interconnected system" (Saldaña, 2013, p. 112), and then wrote a reflective memo that wove all three constructs and the codes together. I transferred all value codes to each participant's codebook and then compared the results of all four participants, highlighting both similarities and differences, and then wrote a paragraph summarizing the values codes before moving on to focused coding.

Table 3

Values Coding, Fallon, TESOL Methods Course, Week 11 DB Reflection

Values	Beliefs	Attitudes
Classrooms need connections for ELs	ELs' individual preferences	Mindful of ELs' needs
ELs' L1s (3 references)	Create spaces for ELs	Encouraging ELs to persevere
Explicit instruction	Evidence-based instruction	Supports are key (2 references)
Cooperative learning strategies	Interdependent learning	Respects ELs input

Descriptive coding. One piece of data that I collected from each participant was the unit plan created in the TESOL Methods course, which included four lessons and a reflection on the enactment of the unit in their TESOL Practicum classrooms. I used

descriptive coding on the unit plans to determine the basic topics of their contents (Saldaña, 2013) to uncover the specialty discourses associated with TESOL that the participants were using. In her third grade mathematics unit plan, the focus of Tonya's first lesson was rounding to the nearest 10. Through the use of descriptive coding, I identified the elements of the lesson related to ELs, i.e., key vocabulary and accommodations made for ELs according to their proficiency level, and extracted these codes and assembled an index of their occurrence. Next, I engaged in frequency counts (LeCompte & Schensul, 1999) of the appearance of each element in each of Tonya's lesson plan as well as across the other three participants' unit plans (See Figure 3 in Chapter 4).

The codes were transferred to each participant's code book and reflected on the principal codes revealed in the data to synthesize any connections that occurred among the data by writing jottings by hand and with the use of Microsoft Word's "Comments" feature. Miles, Huberman, and Saldaña (2013) refer to jotting (Emerson, Fretz & Shaw, 2011) as an "analytic sticky note," (Miles et al., 2014, p. 93). I used jottings to make inferences and reflect on the data and the process. These memos were kept in a separate folder and referred to when writing about the findings of the inquiry in chapter four.

Focused coding. The next step for analysis was second cycle coding (Saldaña, 2013), and I used focused coding (Charmaz, 2006; Saldaña, 2013) to determine the most frequent and principal categories that emerged from the interviews, DB reflections and observations. Categories and subcategories were developed and I also engaged in memo writing to reflect about the codes and categories that emerged. The goal of focused

coding is to identify what Saldaña (2013) deems the "trinity" (p. 247) of a study: three major codes, categories, themes or concepts that have been generated.

As I read interviews, DB reflections, field notes from observations and studied each participants' unit plans, I searched for recurring themes. For example, after reading Brenna, Fallon and Tonya's interview transcripts, I noticed that all three had discussed their CTs' unfamiliarity with strategies to use with ELs. I made a note of this in my researcher's journal and also wrote a memo detailing the connections amongst the three participants' discourses. Then, after reading several DB reflections and revisiting my field notes from classroom observations, I determined that this was an over-arching theme, which I named *TESOL Makes Me More Knowledgeable*.

After all data were coded, and categories and themes were determined, they were transferred to a qualitative codebook that includes definitions for codes and a list of all codes. Because I did not start with predetermined codes, the codebook "evolved and changed during a study based on close analysis of the data" (Creswell, 2014, p. 199). After coding and categorization were completed, I delved deeper into the themes that emerged with the use of three analytical tools from James Gee's (2014b) conceptualization of CDA.

Gee's Analytical Tools

Gee (2014a,b) refers to language as saying, doing and being. With language, he posits that we are able to take on different identities at different times and places for different purposes. Gee distinguishes between "big D" and "little d" discourses. "Little d" discourses refer to language-in-use while the term "big D" Discourse is used to identify memberships in groups and communities and being different kinds of people.

For the purpose of this inquiry, I focused on both D(d)iscourses to answer the question,

How are PSTs using "little d" discourses to describe their emerging teaching identities

or "Big D" Discourses of TESOL?

After the completion of focused coding, I continued my analysis with elements of

CDA, as informed by James Gee (2014a, b). Gee (2014a) defines discourse analysis as

"the study of language-in-use" (p. 8). Some approaches to discourse analysis focus on

grammatical features and the structure of language while others are interested in the

content or themes of language. For this study, Gee's (2014a) lens of critical discourse

analysis (CDA), which "looks at meaning as an integration of ways of saying

(informing), doing (action), and being (identity), and grammar as a set of tools to bring

about this integration" (p. 8), served as a guide for my analysis.

One of the tenets of Gee's CDA is that language is used to make or build things.

He identified "seven building tasks" (Gee, 2014b) of language: significance, practices

(activities), identities, relationships, politics, connections and sign systems and

knowledge. A discourse analysis question is linked to each building task used during

analysis. I utilized three of Gee's (2014b) tools to delve deeper into my analysis:

Identities Building Tool, Figured Worlds Tool and the Big "D" Discourse Tool.

> A tool for discourse analysis is a specific question to ask of data. Each question
>
> makes the reader look quite closely at the details of language in oral or written
>
> communication. Each question also makes the reader tie these details to what
>
> speakers or writers mean, intend, and seek to do and accomplish in the world by
>
> the way in which they have used language. (Gee, 2014b, p. x)

Identities building tool. The first building tool that I used was the Identities

Building Tool. This tool focuses on how people enact various identities through

language and how their language both recognizes and positions other identities. This tool

is essential to the study and the exploration into PSTs' emerging identities and the

discourses they used to describe their teaching identities. Gee (2014b) offers researchers

some guiding questions for using the Identities Building Tool:

> For any communication, ask what socially recognizable identity or identities the
>
> speaker is trying to enact or to get others to recognize. Ask also how the
>
> speaker's language treats other people's identities, what sorts of identities the
>
> speaker recognizes for others in relationship to his or her own. Ask, too, how the
>
> speaker is positioning others, what identities the speaker is 'inviting them to take
>
> up. (p. 116)

One of the three themes that I uncovered during analysis relates to the multiple

"Big D" Discourses possessed by each participant, including Woman, Mother, Daughter,

Student, Teacher Candidate and TESOL. Gee (2014a, b) posits that Discourses are

synonymous with identities. As I read through Lauryn's data, I determined that each of

her individual Discourses were working in tandem to help form her teaching identity and

contribute to her TESOL Discourse. For example, in her interview, Lauryn talked about

how being a mother had profoundly impacted her as a student, teacher candidate and

LCRT. As I read through the other participants' data, I used this tool to uncover their

multiple Discourses as well as how each participant was using language to describe these

various identities.

The figured worlds tool. The second theoretical tool that I used was the Figured

Worlds Tool. Figured worlds are defined by Gee (2014b) as typical stories, and the

EXTEL cohort and TESOL Methods class both represent figured worlds. I used Gee's

(2014b) questions to determine what these figured worlds look like through the lens of

each participant and how these typical stories shape their identities and (D)discourses and

ways of interacting.

> For any communication, ask what typical stories or figured worlds the words and
>
> phrases of the communication are assuming and inviting listeners to assume.
>
> What participants, activities, ways of interacting, forms of language, people,
>
> objects, environments, and institutions, as well as values, are in these figured
>
> worlds. (Gee, 2014b, p. 177)
>
> One of the themes I discovered was *Filling My TESOL Toolkit/Toolbox*, and

relates to strategies, methods and materials acquired by all four participants in the

TESOL Methods course, which is the figured world paramount to this inquiry. During

my analysis of all data sources, I was searching for the recurrence of "little d" discourses

specific to TESOL, as well as how participants were using these specialty discourses.

One of the data sources in this study was the participants' mathematics unit plans created

for the final project of the TESOL Methods Course. As I read each lesson plan, I made

notes of the specific strategies and terminologies used by the participants, for example

content and language objectives, and then compared them with my field notes taken

during classroom observations of lessons to determine whether or not each participant

was utilizing the strategy during instruction, thus contributing to the formation of a LCRT

identity.

"Big D" Discourse tool. The third theoretical tool I used is the "Big D" Discourse Tool. Discourse with a capital "D" relates to the distinctive ways of speaking and listening and interacting with certain groups. Gee (2014a) posits that these ways of acting and being are inherited from others and shared with other members of the group, in this case the EXTEL cohort. The following questions compose the Big "D" Discourse Tool:

 For any communication, ask how the person is using language, as well as ways of acting, interacting, believing, valuing, dressing, and using various objects, tools, and technologies in certain sorts of environments to enact a specific socially recognizable identity and engage in one or more socially recognizable activities. Even if all you have for data is language, ask what Discourse is this language part of, that is, what kind of person (what identity) is this speaker or writer seeking to enact or get recognized. What sorts of actions, interactions, values, beliefs, and objects, tools, technologies, and environments are associated with this sort of language within a particular Discourse? (Gee, 2014b, p. 186)

 When analyzing the participants' data, I also asked if the discourse being articulated was consistent with a TESOL Discourse, and, how is this (D)discourse contributing to their emerging identities? I previously mentioned the TESOL Toolbox/Toolkit theme that I unearthed during data analysis, as well as the specialty discourses used by the participants. Another aspect of a TESOL Discourse is the belief that ELs should be held to the same high standards as native English-speaking students and that ELs' native cultures and languages should be valued and viewed as an asset. With the help of the "Big D" Discourse building tool, I found evidence of these beliefs in

all four participants' data; for example, during my classroom observation of Brenna, she used Spanish when giving instructions and also encouraged her Spanish-speaking ELs to converse in Spanish to clarify the expectations of an assignment. By honoring her ELs' native languages in the classroom, she represented her acquisition of a TESOL Discourse.

With each building tool, I took numerous passes at the various forms of data. I focused on one tool at a time, and made notations on hard copies of data in the margins, and used different colored markers for each tool. After each pass, I then transferred the passages and page numbers to an Excel spreadsheet created for each individual tool and created tables to highlight the incidence of the various discourses used by the participants to enact identities, figured worlds or Discourses.

Cross-Case Analysis

In a multiple case study design, it is important to not only analyze data from individual cases, but also compare data among findings from the other cases in the study. After each piece of data was analyzed for each case, I conducted a cross-case analysis on all of the themes that emerged. Stake (2006) describes three different cross case procedures/tracks for a multiple case study: 1) emphasizing case findings; 2) merging case findings and 3) providing factors for analysis. For this study, I employed the merging case findings track, which Stake (2006) proposes is best to use if "merged findings are more important than individual case findings (pp. 50-52)", and this parallels the goal of this inquiry: the influence of two TESOL courses on PSTs' emerging teaching identities. The use of this track allowed me to make generalizations about the cases, but I also highlighted the differences amongst the four participants.

A cross-case analysis was significant in this inquiry because of the common variables of each participant; that is, Brenna, Fallon, Lauryn and Tonya all took the TESOL Methods Course together, were required to complete the same assignments, and completed their TESOL Practicum at the same school. With these commonalities, I wanted to determine if their experiences were similar and the effects of the courses on their teaching identity while also considering the differences in each participant's personal background knowledge and prior experiences as well as their unique discourses.

During data analysis, each source was analyzed separately; for example, after I transcribed Fallon's interview, I first engaged in values coding of the transcript, and, secondly, completed focused coding, informed by all three of Gee's (2014b) theoretical tools. After I completed the two cycles of coding, I then wrote memos and reflected in my researcher's journal, a process that I repeated with the other three interview transcripts and other data sources. Once each individual case had been coded, I then compared and contrasted the themes that had emerged from all four participants. I extracted the similarities amongst all four; for example, when coding the TESOL Methods Course unit plans, I created a table with each strategy used in each lesson plan and was able to highlight the strategies that all four used, and discovered that all four participants included grouping strategies as a support in their lesson plan. Conversely, separating this data also showed the strategies used only by certain participants, i.e., only Brenna and Tonya included key vocabulary in ELs' native tongues in their lesson plans. After determining similarities and differences, I then transferred the information to each participant's codebook and wrote memos to elucidate these findings.

Ethical Considerations

As a qualitative researcher, I developed relationships with my participants and asked them to devote time to my study and share personal data with me. Permission from the IRB was required to begin my study, but there were many other ethical issues that I considered during all stages of an inquiry.

One of the first steps in developing an ethical study is to build trust with the participants. During the first physical class meeting of the TESOL Methods course, Dr. Tadasana introduced me to the entire class and identified the four potential participants. I met with all four after the first class and explained the purpose of the study, how the data would be used and their roles and responsibilities. I gave each participant a copy of the consent form and asked them to read it and consider being a part of the study and encouraged them to email me with any questions or concerns. I ensured each participant that their participation would be confidential and that they would each be assigned a pseudonym.

In accordance with the guidelines of Metropolitan University regarding the protection of human participants, a request for review was submitted to the university's Institutional Review Board for approval of the research design and permission to begin collecting data from the four participants. After I received IRB approval, I contacted each participant individually, received verbal agreements that they would participate, and then met them and gave each a consent form, which they signed, dated and returned to me. Upon receiving consent from each participant, data collection commenced.

Obtaining approval from participants is an important step in a study, but researchers must also consider who reaps the benefits of the study. The researcher? The

participants? Or both? I believe that it is important to share the findings and interpretations with the participants so they feel that their time and effort contributed to the body of literature in education, allowed them to be more reflective and strengthened their teaching practices while also assisting me with my dissertation. At various stages of analysis and writing, I emailed the participants excerpts of this dissertation to ensure that I had painted an accurate picture of their journey, and all four thanked me for involving them and asked that I share the final product with them.

The relationships that I fostered during the first meeting of the TESOL Methods class continue today as I keep in touch with all four participants as they seek employment and positions as novice teachers and take the next steps in their teaching journeys. As a qualitative researcher, I have a responsibility to maintain my credibility and trustworthiness during all stages of research and hope that our joint efforts have had an impact on their teaching practice and emerging teaching identities.

Role of Researcher

I employed both emic and etic perspectives during all phases of the study because I believe that drawing from both insider and outsider views is required for rich description and a deeper understanding of participants. It is important that qualitative researchers engage in critical self-reflection and consider any potential biases that they possess which might affect their interpretation of the data. For me, one potential bias is my affiliation with Metropolitan University and my previous experience with the TESOL program. I am a graduate of the TESOL program and have served as a teaching and research assistant for the EXTEL grant and instructor for both graduate and undergraduate TESOL courses, so I am intimately familiar with the program. Instead of

viewing my affiliation with the university and program as a detriment to the study, I believe that my knowledge of its history and goals informed my study and provided me with ample background knowledge that enabled me to establish rapport with the four participants.

I also used a research journal to reflect on findings, themes and reactions I had to the data, and I have incorporated several of these entries in my data analysis. Watt (2007) suggests the use of a journal so that researchers can improve their research and provide audiences with a window into how knowledge was constructed.

> By engaging in ongoing dialogue with themselves through journal writing, researchers may be able to better determine what they know and how they think they came to know it. An introspective record of a researcher's work potentially help them take stock of biases, feelings and thoughts, so they can better understand how these may be influencing the research. (Watt, 2007, p. 84)

I have a background in journalism and affinity for writing, which influenced my decision to use qualitative research methodology, but also made it easier for me to take time out and write about the research experience. As a novice researcher, it was helpful to have an outlet to express my challenges and successes as well as have a physical record of patterns, emerging themes or different directions that needed to be pursued during data collection.

Ways to Increase Internal Validity

The goal of qualitative inquiry is to gain an understanding of the participants' experience and the meanings they construct. The use of interviews and observations afford researchers positions close to the participants, which increases the internal validity,

or trustworthiness (Merriam, 1998) of a study. Creswell (2014) discusses eight strategies to increase a study's validity, and "spending prolonged time in the field" (p. 202) is one of these strategies. By spending ample time with the participants in the TESOL Methods classroom and in their Practicum classrooms, I was able to provide rich description of both the participants and the setting, which lend more credibility to my research.

In this study, the collection of multiple sources of data allowed for triangulation, thus increasing the internal validity. The use of multiple sources of data also enhanced the trustworthiness of the findings of the study (LeCompte & Preissle, 1993). Because I collected a substantial amount of data, most of which was electronic, it was important to employ a data management system that was easy to navigate. Each document was saved in three different places: a Dropbox folder that included files for each participant, the hard drive of my password-protected laptop and on a flash drive that was kept in a locked drawer in my office desk.

Another method to increase an inquiry's internal validity is the use of member checks (Merriam, 2009), and I shared major findings and themes that were discovered with the participants to ensure that I correctly captured the essence of their experience. An additional method that I have employed to increase the internal validity of the study is to discuss my reflexivity. This is one of the main characteristics of qualitative research (Creswell, 2014; Merriam, 2009) and I engaged in constant self-reflection, via memos and a researcher's journal, and have interwoven excerpts from my journal within the final chapters on the inquiry's findings and implications.

Consistency relates to whether or not the results are consistent with the data collected. Steps that I took to ensure consistency include the aforementioned disclosure

of my reflexivity, triangulation of data and the creation of an audit trail. Merriam (2009) considers an audit trail "a running record of your interaction with the data as you engage in analysis and interpretation" (p. 223). I kept a detailed account of the data collection and analysis as well as reflections related to any problems or decisions made in the process and composed them in both via a journal in a Microsoft Word document and spiral-bound notebook.

Limitations

As with any inquiry, there were limitations to this research study. The time frame of the study was one limitation. Participants were only interviewed individually once during the study, and this allowed for a somewhat limited window into their emerging teaching identities. As the literature shows, identity formation is an ongoing process and a longitudinal study that spanned all four years of the participants' journey to become teachers, as well as following them into their first classrooms, would reveal more conclusive data regarding their identities. My role as the primary instrument for data collection and analysis also posed an additional limitation, namely the biases or subjectivities that I possessed.

Summary

This qualitative inquiry was conducted from a constructivist worldview, and I served as the primary instrument of data collection and analysis. Using a multiple case study design (Yin, 2014), I gathered data from multiple sources, including interviews, DB reflections, classroom observations and assignments to determine how the four participants used specialty discourses to articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities. I employed the first cycle

coding methods of values and descriptive coding and then continued analysis with the

second cycle coding method of focused coding, informed by three of Gee's (2014b)

building tools to interpret these D(d)iscourses to determine key themes. To ensure

internal validity and consistency of the study, I triangulated the data, discussed my

reflexivity, engaged in member checks and created an audit trail. In the next chapter, I

present the findings of my inquiry.

Chapter IV

Findings

After collecting data from interviews, DB reflections, classroom observations and lesson plans, I analyzed data in search of themes and responses to my research question, to which I return once again:

How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?

The discourses of Brenna, Fallon, Lauryn and Tonya have been interpreted through my lens as a researcher and written in my unique discourse that has evolved throughout my journey as a doctoral student. This chapter discusses the findings with the themes that emerged during data analysis, both in reference to each individual participant, or case, as well as across all four cases.

Themes

I engaged in two layers of data analysis. The first layer involved the use of first cycle coding (Saldaña, 2013) using values (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013) and descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994). For the second layer, I utilized the second cycle coding (Saldaña, 2013) method of focused coding (Charmaz, 2006; Saldaña, 2013), informed by three of Gee's (2014b) analytical tools: Identities Building, Discourse, and Figured Worlds. These tools illuminate "how people build identities and practices and recognize identities and practices that others are building around them" (Gee, 2014a, p. 28).

The following three themes emerged from data analysis: *Impact of Multiple "Big D" Discourses, TESOL Makes Me More Knowledgeable,* and *Filling My TESOL Toolbox/Toolkit.*

Theme 1: Impact of Multiple "Big D" Discourses

"Big D" Discourses are synonymous with identities, and represent specific ways of speaking, listening, acting and thinking (Gee, 2014a). The focus of this inquiry was to determine if the participants had acquired a TESOL Discourse and how this had influenced their teaching identities; so, during analysis, I sought to uncover the socially-situated identities that participants were assuming (the who) and what socially-situated activities were being enacted (the what). Gee (2014b) compares Discourses to dancing.

> Being in a Discourse is being able to engage in a particular sort of "dance" with words, deeds, values, feeling, other people, objects, tools, technologies, places and times to get recognized as a distinctive sort of *who* doing a distinctive sort of *what*. Being able to understand a Discourse is being able to recognize such "dances." (pp. 184-185)

The "dance" of a TESOL Discourse involves many distinctive "little d" discourses, for example content and language objectives, and those are the focus of the third theme related to the TESOL Toolkit. The "Big D" Discourses possessed by the four participants are paramount in this theme, namely the influence of each different identity on their teaching identities. These identities were formed in various contexts, i.e. the TESOL Methods course; through interactions with peers, clinical teachers and students; and places, for example, Practicum schools. We all possess multiple Discourses, and Table 4 showcases the different Discourses embodied by each participant.

Table 4

Participants' "Big D" Discourses

Brenna	**Fallon**	**Lauryn**	**Tonya**
Woman	Woman	Woman	Woman
Caucasian	Caucasian	Caucasian	African American
Daughter	Daughter	Mother	Mother
Student	Student	Daughter	Daughter
Elementary Education Teacher Candidate	Elementary Education Teacher Candidate	Student	Student
Fast Food Employee	Substitute Teacher	Elementary Education Teacher Candidate	Elementary Education Teacher Candidate
TESOL	TESOL	TESOL	TESOL

As the table indicates, there are similarities amongst the Discourses possessed by Brenna, Fallon, Lauryn and Tonya. Each is a woman, student, elementary education teacher candidate and possesses a burgeoning TESOL Discourse. However, despite these commonalities, each participant's background and prior experiences have been different and have had a major impact on their identities.

Student Discourse. One Discourse that emerged as a major influence on all four participants' identities was that of student, which is consistent with the studies on Student Teacher (ST) identity reviewed by Izadinia (2013) as well as Lortie's (1975) work concerning the influence of the apprenticeship of observation on identity. I posit that these experiences have impacted the participants' decisions to become involved with

EXTEL, which have influenced their beliefs regarding the instruction of ELs, allowing them to cultivate a TESOL Discourse, thus adding to their teaching identities.

During their time as students, both during their time at Metropolitan University and before, the participants have been exposed to a wide array of teachers who have utilized different methods and styles. Likewise, all four participants attended schools with varying levels of diversity amongst both the student body and teaching staff. One of the questions in the individual interviews asked about their personal culture and experiences with diversity, and another question asked about specific teachers and experiences that had influenced their teaching and decision to pursue teaching.

Of the four participants, Brenna and Tonya both attended schools that were composed of diverse student populations, but the consensus was that the environments were segregated, with little intermingling between students of varying ethnicities.

> I grew up in the inner city, surrounded by a predominantly black community, but my mother bussed us out on a desegregation program to a county school in middle school and high school and I graduated from a district that is mostly White. So, that was my introduction to a culture other than mine, and it was an interesting experience. I mean, we were all supposed to be united, but it was not diverse in the school. For example, you go in the cafeteria, and there is the table with all the black kids and then the table with the white kids, so it wasn't very harmonious, it was definitely, you know a difference between the city kids and the county kids. (Tonya, personal interview, December, 2014).

Brenna began her elementary school experience in a district "which was very white versus black, and that's just the way it was" (personal interview, December, 2014).

Her experience echoed that of Tonya's, in regards to a distinct feeling of segregation amongst black and white students. Brenna later moved to a school in the Pacific Northwest, and had her first exposure to ELs.

> They weren't really in my class, but when I was taking Spanish 2, they were next door and we could kind of hear the things that were going on and then you would see them around. (Brenna, personal interview, December, 2014).

> Brenna and Tonya were exposed to a minimal amount of diversity during their

apprenticeships of observation; however both Fallon and Lauryn attended elementary schools in districts that did not have any Black students, much less ELs. "I am from a rural area in the Southern part of the state, and the population is White. I haven't had an experience with diversity until this semester," (Fallon, personal interview, December, 2014). Lauryn's experience was almost identical to Fallon's: "I went to a small Catholic school that was in a predominantly white town and, I'll be honest, I never even met anybody with a different skin color until I was in high school" (Lauryn, personal interview, December, 2014). Things changed, though, for Lauryn, as she began attending a public high school.

> When I actually moved into a public school district, it was a pretty big culture shock for me because our school district had a lot of Hispanic and African American students and there was a big mix, but there was a lot of segregation, for example at lunch when you had your table of Hispanics and African Americans and they all hung out in their segregated community and that's when I noticed the most difference in my own culture, personally. (Lauryn, personal interview, December, 2014)

The common thread amongst all four participants was a lack of direct exposure to ELs during the majority of their time as students. Both Brenna and Lauryn attended high schools that were somewhat diverse, but the word "segregated" was used to describe the school's climate, while Fallon's first experience with ELs was during her TESOL Practicum course. I believe that their lack of interaction with ELs during their apprenticeships of observation has helped make the experiences of the TESOL Methods and Practicum courses more meaningful on their identity because, for the most part, none of the four had preconceived notions about ELs. In essence, when they entered the EXTEL grant and began TESOL coursework, the participants did not possess any background knowledge of the plight of ELs in US schools and the challenges they face in their pursuit of successfully acquiring English, so all of the information regarding methods, materials and strategies was new and not in conflict or counter to any content learned in previous courses.

Former teachers also impacted the four participants' identities. A question from individual interviews that asked about the types of students they were as well as any former teachers that had made an impact on their current teaching identity. Each participant identified at least one teacher who had influenced or encouraged them in their decision to become teachers, while Brenna also shared an example of a teacher from high school who had a lasting impression of the type of teacher she does not want to be for ELs. This is consistent with Lortie's (1975) findings as well as Flores and Day's (2006) study that identified the construct of Pre-Teaching Identity.

For Brenna, a teacher she encountered during her final year of high school in a

negative experience also had a profound effect on her teaching identity and goals as a teacher. Brenna participated in Teaching Academy in her final senior year, which allowed her to visit teachers' classrooms and engage in observations.

> I had the opportunity to meet with a teacher who was not very accepting of students and I was in her class and she had me work one-on-one with a student, and she said, 'Well, he doesn't speak English and he's not capable. He can't do the math, he can't do the reading, I don't know why I am giving you this work to work with him because his parents don't speak English, and they won't understand anyway, so there's no point.' So, that clicked, I need to figure out strategies to work with non-native speakers. (Brenna, personal interview, December, 2014)

This experience was obviously very transformational to Brenna and she attributes this to part of her motivation to join the EXTEL grant and earn her ESOL endorsement. As told through the voices of the four participants, former teachers played major roles in the teachers they are today and the teachers they hope to be in the future. Brenna was the sole participant to discuss a negative experience with a former teacher that had a positive impact on her current teaching practice; however, all four spoke of positive experiences with former teachers that have influenced their present teaching identities and practice.

Tonya discussed being a strong student during elementary school and the perks that came with the experience.

> I made good grades and, so, I was kind of like the teacher's pet. And, you know, when you're a good student, you get a lot more responsibilities, and I was like, 'I want to be a teacher.' My elementary teachers, they were really good and they

really gave me the idea of maybe I really want to teach."(Tonya, personal interview, December 2014).

Brenna was identified as "borderline gifted" (Brenna, personal interview, December, 2014), and felt that she always had the most talented teachers. One of the teachers who had the most influence on her today was her fourth grade teacher, Mr. Bailey*, who had moved to fourth grade after a stint in seventh grade.

he had higher expectations for us and knew that we were capable of doing more and making us, kind of be more than what was expected of the fourth graders. And, that is one of the fondest memories of elementary school, of working hard and then doing all the same stuff in seventh grade. Yes, because of Mr. Bailey I will always have high expectations for all of my students. (Brenna, personal interview, December, 2014).

Fallon discussed Mrs. Carlson*, a teacher who utilized collaborative learning strategies and was kind and supportive when she was a new student in a new school.

I always remember Mrs. Carlson because, you know, whenever I moved I, she was always getting me involved with everyone because I didn't know anyone and she was always very supportive. One day I remember that I was really sick and had laryngitis and she forgot and totally called me out to read. Well, I was halfway through reading and she said, 'It's o.k., you can stop, you're struggling.' So, I try to foster that with my kids, knowing when they don't feel good and caring for them. (Fallon, personal interview, December, 2014)

Lauryn spoke fondly of Mrs. Util*, a sixth grade teacher who had previously been an

* Pseudonym

illustrator of children's book, and who gave her one of her first experiences as a teacher by visiting classrooms and sharing the Biblical story of creation.

> Mrs. Util was actually the person who told me about the A+ program that I participated in in high school. I was really passionate about that and got to tutor a lot of kids in my high school and then went straight into teaching after that. (Lauryn, personal interview, December, 2014)

Former teachers from the four participants' apprenticeships of observation during which they were formulating their Student Discourses, had a positive impact and influence on their ideals of teaching and the characteristics they want to possess in their future classrooms. This is consistent with Lortie's (1975) findings as well as Flores and Day's (2006) study that identified the construct of Pre-Teaching Identity.

 I now turn to the influence of the clinical teachers who have opened their classrooms to the four and the impact that their interactions have had on Brenna, Fallon, Lauryn and Tonya's emerging teaching identities. Each participant was randomly assigned to a clinical teacher at Lakeview. Participants spent just two days in their CTs' classrooms during Practicum I, but also attended staff and grade level meetings, participated in school professional development, sat in on parent-teacher conferences and worked closely with the inservice teachers. With the exception of Tonya, who completed her Practicum II in Fuxhin, China, the other three participants were in the same classroom for both Practicum I and II. The constant interaction and immersion in a community of practice in the CT's classroom reflects the role that SCT plays in identity formation and the contention of researchers such as Lave and Wenger (1991). Additionally, findings

from studies by Alsup (2006), Britzman (2003), Chong, Low and Goh (2011), Danielewicz (2001) Flores and Day (2006) and Lamote and Engels (2010) emphasize the major impact of observation and student teaching on PSTs' emerging professional identities.

As I reviewed the transcripts from all four participants, I was a bit surprised to find that three of the four discussed their CTs in terms of exhibiting characteristics and teaching practices with which they did not agree. In fact, Tonya, who was in Mrs. Isom's third grade classroom, articulated the fact that observing other teachers' styles has impacted her teaching identity, in this case the type of teacher to which she does not aspire.

> I kind of see what I don't want to do (laughs). I don't know if I am forming the identity of a teacher I want to be, but I definitely know what I don't want to be like. I want to be the type of teacher who can get the lesson across in a way this is positive and motivate them versus negatively, what is what I saw in some cases. (Tonya, personal interview, December, 2014)

Fallon also talked about the negative influence of her CT, Mrs. Thomas, and Practicum I experience on her teaching identity, namely yelling at students and taking students' recesses away for behavioral problems.

> The only thing that's changing me a lot, and I'm not really liking it, is my practicum experience, just because they're a lot more strict in the upper grades, and I know that I've told myself a million times that I would never yell at kids. But, that's what they're used to because that's what she (CT) does, so it's like,

'O.K., I don't really have much of a choice, unfortunately.' (Fallon, personal interview, December, 2014)

Brenna had both positive and negative experiences in her classroom. A counterexample of the high expectations exhibited by her fourth grade teacher Mr. Bailey is her CT, Ms. Nielson's, treatment of one first grade boy.

I'm not going to sit a kid in the corner and have him not do anything. That makes me mad, I don't understand why teachers do that when the students are capable. My clinical teacher is doing that with one of he students and it makes me mad. I am trying to work with him more individually and have him anchored to me and give him support, he's capable of doing everything that the other kids do, he just needs more support. So, I make sure that every kid knows that I'm going to expect everything that they're capable of out of them, and, I will hug them when they are crying, and when they are having a bad day, it's just, like, letting them know that I am there for them and having that compassion for them. Six year olds, all they want to do all day is hug, that's all they want to do. (Brenna, personal interview, December, 2014)

On the positive side, Brenna talked about her CT's positive behavioral support system and its success in the classroom. In her first grade classroom, Ms. Hass used a "clip-up, clip down" system. Each student's name was on clothespin on a bulletin board called "Awesome Owls" (Ms. Hass was a fan of owls and many of the decorations in her room had owls on them and she even received a gift of a pair of owl earrings from a student during one of my visits), and there were five different "levels." At the beginning of every day, students began at "Ready to Learn," and would either clip up or

down, depending on their actions; at the bottom of the chart was "Communication with Parents" and at the top was "Awesome Owl". If students ended the day at the bottom of the chart, Ms. Hass would send a note home with the student discussing their behavior and have to return it signed by a parent or guardian the next day; however, if students finished the day as an "Awesome Owl," they earned points for an individual reward at the end of the month. Brenna reinforced the classroom's behavioral management system, which empowered students and gave them ownership of their actions and the subsequent consequences. During my second classroom observation, as Brenna began the day with morning work, she addressed the students: "The choices are yours, your actions decide if you clip up or down" (Brenna, classroom observation, December 4, 2014). Brenna also revealed that Ms. Hass gave her a lot of freedom and flexibility in the classroom and ample time to take over and lead instruction, and that instilled confidence and passion in her burgeoning teaching identity.

Lauryn spoke fondly about her CT, Mrs. Logan, a 13-year veteran teacher and the major impact that she had on her teaching identity.

> My Practicum teacher is amazing. She is very authoritative, but at the same time, she has that compassionate, loving, mother side to her. She balances that, although she has 13 years of experience, that probably has a lot to do with it, but I see her and I see the same qualities that I see in myself and because of that, that's really shaped my own identity. (Lauryn, personal interview, December 2014)

During my classroom observations of Lauryn in Mrs. Logan's class, I sensed that the two had a connection and sense of collegiality because, as Mrs. Logan introduced the next activity that Lauryn was to lead, she did not have to remind the class that "Ms.

Tisdale is now in charge, so please listen" and implore that the students behave appropriately, as I had observed in other classrooms. As I sat and observed and took notes, Mrs. Logan was working diligently on a project for the students and did not get involved in instruction or monitor Lauryn's teaching, signifying the fact that Mrs. Logan had complete trust in Lauryn's abilities and the teacher she was becoming during her Practicum experience.

Semesters of observation and fieldwork are integral to PSTs' practice and often have a profound impact on their teaching identities, revealing the challenges, struggles and successes of being at the helm of the classroom. Lauryn spoke at length regarding the positive experiences that she had in her Practicum I course, while Brenna, Fallon and Tonya all discussed negative or challenging situations and behaviors of their CTs that they did not want to add to their teaching identity.

Mother/Daughter Discourse. Another influence on identity stems from personal experiences, in what Day and Kington (2008) call the personal dimension of identity. Some of the "Big D" Discourses possessed by the four participants within this dimension include Woman, Daughter and Mother. Two of the participants, Lauryn and Tonya, are mothers, and Lauryn discussed the impact of this role on her teaching identity. "I cannot leave out the fact that I'm a mom, and that has a lot to do with the nurturing aspect of and the compassion that I have for the students" (Personal interview, December, 2014).

Lauryn is positioning herself as a compassionate teacher, which is in line with one of Dr. Tadasana's goals for the TESOL Methods class: "My ultimate goal for this course is to help you become more effective language teachers who have competence, confidence, and compassion (3C's)" (Fall 2014 TESOL Methods Course Syllabus).

Lauryn also positions herself as possessing similar characteristics of her CT, of whom she spoke fondly.

> She is very authoritative, but at the same time, she has that compassionate, loving mother side to her. She balances that, although she has 13 years of experience, that probably has a lot to do with it, but I see her and I see the same qualities that I see in myself and because of that, that's really shaped my own identity. (Personal interview, December, 2014)

During my observations of Lauryn's teaching, I noticed this characteristic in her teaching, as well as in the teaching of Mrs. Logan, the CT of the first grade classroom in which Lauryn completed her Practicum I experience. One of the entries from my field notes discussed the fact that there was no yelling or behavioral issues during my entire visit, which indicated that a classroom climate of mutual respect and caring had been fostered from the beginning of the school year.

All four participants possessed the Discourse of Daughter. In the individual interview I conducted with Fallon, she articulated her desire to transfer the open communication she experienced with her family into her classroom. "I guess, that's something I've really been fostering in the classroom, at least that's what I'd like to do because I like collaborative work together" (Personal Interview, December, 2014). Her use of "I guess," and "at least that's what I like to" indicate uncertainty, but also the fact that she is in the initial stage of constructing her identity as a teacher and slowly receiving opportunities to lead classroom instruction and activities. The use of collaborative learning strategies is a "little d" discourse acquired by all PSTs, and other examples include direct instruction, problem-based learning, classroom management, etc. While

collaborative learning strategies are not exclusive to TESOL, the use of a variety of

grouping configurations is imperative in the instruction of ELs and is a feature of SIOP

Component 5, Interaction. Fallon utilized a variety of grouping configurations in her unit

plan for the TESOL Methods course, including partner, small group and whole class, and,

when I observed her in her Practicum I classroom, placed students in groups for the math

and reading lessons that I witnessed. In a response to a reflection in the TESOL Methods

course, she also mentioned cooperative learning as one of the key strategies she has

added to her TESOL Toolkit.

> I learned to utilize many different cooperative learning techniques in my
>
> classroom, so that ELLs have a space where they can freely speak their mind and
>
> learn from the other students, myself, and themselves. (DB Reflection, TESOL
>
> Methods course, Week 11)

There is not a finite number of Discourses. In fact, with each new experience, we

add "Big D" Discourses to our repertoire, just as all four participants have added a

TESOL Discourse. These Discourses are part and parcel of identity, and draw from and

build upon one another. Brenna, Fallon, Lauryn and Tonya all had some Discourses in

common, but their experiences and the contexts of these experiences were all different,

which resulted in the formation of unique identities. As I return to the research question,

and how the TESOL Methods and Practicum courses influenced the four participants'

teaching identities, I reiterate the influence of the multiple identities, or Discourses,

possessed by the women in the inquiry. The time that all four spent in both the TESOL

Methods and Practicum courses as both Student and Elementary Education Teacher

Candidate greatly effected their teaching identities and resulted in the formation of a new

Discourse: TESOL. They articulated this new identity with "I" statements such as "I know what kind of teacher I want to be" (Tonya) and "I learned to use collaborative strategies" (Fallon) when talking about the experiences with their CTs in the TESOL Practicum. During their TESOL Practicum, Brenna, Fallon and Tonya cultivated a sense of the type of teacher that they did not want to be; meanwhile, Lauryn developed rapport and collegiality with her CT and desired to emulate some of her characteristics and incorporate them into her teaching identity. Whether negative or positive, the experiences and interactions that all four participants had in both the TESOL Methods and Practicum courses greatly influenced their "Big D" Discourses of Student, PST, and, ultimately, their teaching identities.

In the next section, I discuss the second theme that emerged from the data, *TESOL Makes Me More Knowledgeable/Capable,* and how the acquisition of a TESOL Discourse fostered a sense of confidence in all four participants as well as the perception of being more capable of instructing ELs than their CTs.

Theme 2: TESOL Makes Me More Knowledgeable/Capable

The next theme that emerged from analysis of the data was *TESOL Makes Me More Knowledgeable/Capable*. Gee's (2014b) Identities Building Tool was one of the analytical tools that guided my data analysis, and it asks "how people enact different identities, how they portray other people's identities and how they position others to take up identities in response to them" (p. 116). As I approached each data source, I asked if Brenna, Fallon, Lauryn and Tonya were enacting identities representative of a TESOL Discourse and that of LCRTs in order to determine if, in fact, the two courses impacted their emerging teaching identities.

Preservice teachers that embody the "Big D" Discourse of TESOL are familiar with strategies, methods, modifications and assessments to utilize in order to provide optimal instruction for ELs and other diverse learners. In order to be identified as someone proficient in TESOL, PSTs and inservice teachers also possess values and beliefs that respect ELs' linguistic and cultural diversity (Lucas & Villegas, 2010; Song & Simons, 2014). The TESOL Methods and Practicum courses provided this foundational information to the four participants in this study, as they began to acquire characteristics of LCRTs, which have been introduced in Song & Simon's (2014) reconceptualization of linguistic intelligence, but are still being formulated. In essence, LCRTs are proficient in both linguistically and culturally responsive teaching pedagogies and practices (Echevarria, Short &Vogt, 2012; Gay, 2002; Lucas et al., 2008; Lucas & Villegas, 2010; Song & Simons, 2014).

Positioning selves as more capable. Brenna's responses to the question about prior experiences with diversity provided a window into how attending schools that were both diverse and also predominantly composed of Caucasian students has positioned her as being someone who has been exposed to diverse learners and the feeling of being the "other," as well as the challenges teachers face in the instruction of ELs.

The next identity that Brenna constructed for herself was that of a compassionate teacher who holds all students, regardless of language background and level of English proficiency, to high standards. Conversely, she positioned her CT, Ms. Nielsen, as a teacher who does not embody the same philosophy regarding high expectations for all students because of a situation with an EL in the classroom.

Brenna began her dialogue by mentioning Mr. Bailey, a teacher that had a profound impact on her in fourth grade and held students to very high expectations. She discussed the fact that Ms. Nielsen had an EL sit in a corner with nothing to do and expressed anger. "That makes me mad, I don't understand why teachers do that when the students are capable" (Stanza 4, lines 32-33, personal interview, December, 2014). The use of an emotive expression such as "It makes me mad" indicates strong feelings and convictions on Brenna's part, and it demonstrated her commitment to ensuring success for ELs, while expressing discontent with her CT's strategy for an EL.

Brenna emphasized the impact of the TESOL courses and the strategies in her TESOL Toolkit/Toolbox by positioning her CT, Ms. Nielsen, as being ill-prepared to work with ELs. She referred to looking for tools from her TESOL Toolkit to work with an EL who was struggling with decoding, reinforcing her TESOL Discourse, while also positioning Ms. Nielsen as being less capable of assisting the student because she did not possess an ESOL endorsement, "Tiffany (Ms. Nielsen) just doesn't have the TESOL background to understand his (EL's) decoding problems" (Stanza 7, lines 55-56, personal interview, December, 2014).

With this comment, Brenna set herself apart from her CT, and positioned herself as being a more qualified teacher to work with ELs. This reflects an attitude of confidence in her abilities and the tools she gained from the TESOL Methods and other courses, further establishing herself as a burgeoning LCRT in possession of a TESOL Discourse.

Fallon also expressed frustration with her perception that her CT was ill-equipped

to work with ELs. In her individual interview, Fallon discussed an EL who had a low

level of English proficiency and was struggling with reading. She was eager to enact

some of the new tools from her TESOL Toolkit, but her CT's unfamiliarity with the

student's challenges in reading and ACCESS scores prohibited her from acting. Fallon

says, "I've been telling her we needed to do interventions, because he was a low (score

on Access), but she hasn't yet" (Personal interview, December, 2014). This piece of

discourse represented a plea that has been unanswered because of her CT's lack of

knowledge of working with ELs. Fallon was positioning herself as being proficient in the

language of WIDA, namely how to interpret ACCESS scores, while positioning her CT

as being less capable, and, therefore, in Fallon's eyes, unable to assist the EL.

As I analyzed the data collected from Tonya, I discovered a pattern regarding Tonya's

positioning herself as a teacher proficient in TESOL, who possesses knowledge of WIDA and

other strategies to work with ELs, while her CT, Mrs. Isen, and other teachers at Lakeview were

not as well-equipped to work with ELs.

In a reflection for the TESOL Methods course, Tonya discussed a conversation

she had with a teacher at her Practicum site regarding an EL, who was born in Mexico,

calling the teacher "Teacher" instead of her name.

> While talking with a teacher, during Practicum 1, she pointed out an EL student
>
> that kept calling her Teacher instead of "Ms. X". She considered it rude and
>
> corrected the child several times. He continued to call her "Teacher" and she
>
> began to call him "student" instead of using his name. This situation showed me
>
> how important it is to get as much background information you can about a
>
> student. She may have understood if she asked him why he keeps calling her that

or speaking to his parents. (TESOL Methods Course DB Reflection, Week 4)

Tonya's knowledge of the need to research ELs' native languages and cultures provided a window into how this situation could have been handled in a more linguistically and culturally responsive manner. In many Spanish-speaking cultures, teachers are considered to be the ultimate authority and calling a teacher "Teacher" instead of their given name is considered respectful, as opposed to the use of teachers' last names in the US. When Tonya said, "She may have understood if she asked him why he keeps calling her that or speaking to his parents," (TESOL Methods Course DB Reflection, Week 4) she was insinuating that the teacher had probably not taken the time to meet with the students' family or researched his culture to better understand the cultural values, especially regarding education. In Tonya's eyes, the teacher would not be as successful in working with ELs without making connections with families and taking the extra time to research language and culture. Conversely, Tonya realized the importance and positioned herself as a teacher who would not have had this misunderstanding.

Another example of how Tonya positioned other teachers was in reference to knowledge, rather lack thereof, WIDA. In the TESOL Assessment class, students acquired ample knowledge of WIDA, the ACCESS test, the various strands and lessons and supports to include for ELs that are consistent with their level of English proficiency, and the participants applied this information in the crafting of their unit plans for the TESOL Methods course. In her personal interview, Tonya talks about the fact that Mrs. Isen was unfamiliar with WIDA, so Tonya shared some of the knowledge gleaned from the TESOL Assessment course with her as well as information of supports to assist an EL

in the classroom.

> When we came into Practicum I, my teacher had no idea about any of that, so I was able to tell her, 'Well, this Level 1 student, they're going to need some more visuals' and she had no idea about that. (Personal Interview, December, 2014)

Tonya repeated the phrase "and she had no idea about that" twice, which signifies the fact that she was surprised that Mrs. Isen had no knowledge about WIDA. This is also another example of Tonya positioning herself as being more capable, and, in turn, more successful in the instruction of ELs. As I read various pieces of data in which Tonya spoke of Mrs. Isen, I sensed some tension in their relationship.

Interactions with CTs and students play a key role in the construction of PSTs' teaching identities, and this excerpt reinforced this point as well as the fact that all experiences might not be positive. During my classroom observations of Tonya's teaching, Mrs. Isen sat with me at the table and asked what I was looking for, and I showed her my observation protocol and told her that I was looking for strategies that Tonya had acquired during the TESOL Methods course. Mrs. Isen commented that she didn't think that Tonya had used any of the strategies from the observation protocol and said that she wished that Tonya would be with her the following semester for Practicum 2 (Tonya went to China to complete her Practicum 2). The two lessons that I observed were both math lessons, and the topic of the second lesson was number stories. In an email I sent Tonya after the second observation, I asked how she thought the lesson had gone, and she said, "I don't think it went really well today. The students were off task and Mrs. Isen said she might need to reteach the lesson" (Personal communication, January 13, 2015). In fact, as I sat at the table in the back of the room with Mrs. Isen, she mentioned that she would likely have to reteach the lesson the following day

because the students "didn't seem to get the concept" (Mrs. Isen, personal conversation, January 12, 2015).

Once again, the positive experiences with CTs, as well as the negative interactions, coupled with both successful and unsuccessful lessons, all had a profound influence on PSTs' teaching identities as they were being constructed, deconstructed and reconstructed during their experiences as students and in their Practicum classrooms. Brenna, Fallon and Tonya all discussed challenges with their CTs or other teachers in their Practicum who they perceived as not possessing much knowledge of strategies to use with ELs. Additionally, because of the knowledge that they gained from the TESOL courses, these three participants positioned themselves as being better prepared and possessing more knowledge of the specific strategies, methods and competencies necessary to ensure the success of ELs than their CTs. The tone expressed in their data reflected confidence, and the achievement of one of the goals of the TESOL Methods course established by Dr. Tadasana, which included becoming "more effective language teachers who have competence, confidence, and compassion (3C's)" (Fall 2014 Metropolitan University TESOL Methods Course Syllabus). This also represented an addition to their teaching identity and future practice and answered the research question that guided the study about how the courses influenced their emerging teaching identities.

Lauryn was the only participant who did not position herself as being more capable or knowledgeable than her CT. As was previously discussed, she developed a strong relationship with her CT and seemed to hold her in high esteem. Another contributing factor to the absence of feelings of possessing more knowledge of strategies to work with ELs could have been the lack of ELs in her Practicum classroom and the fact that there was never a need for her to employ the knowledge she acquired from the TESOL Methods course.

I now turn to the final theme revealed during data analysis, *Filling My TESOL Toolkit/Toolbox*, and the specialty discourses acquired and utilized by all four participants to articulate the influence of the two TESOL courses on their teaching identities.

Theme 3: Filling My TESOL TOOLBOX/TOOLKIT

The third and most frequent theme to emerge during data analysis was *Filling My TESOL Toolbox/Toolkit*. The terms toolbox or toolkit are often used in teacher education courses and refer to all of the strategies, methods, lesson plans, grouping configurations, etc., or "tools" that teachers acquire that can be used in instruction. One of the main goals of the TESOL Methods course taught by Dr. Tadasana was to arm students with strategies, methods and materials to best serve ELs and have them "develop the instructional materials using a multitude of strategies and assessments and creating mini-lessons, lesson plans, and unit plans collaboratively" (Fall 2014 Metropolitan University TESOL Methods Course Syllabus).

After reading and re-reading interview transcripts, DB reflections, mini lessons and field notes from observations, every feature of the eight SIOP components was discussed by each participant, due in part to the weekly reflective questions (See Appendix E) posed by Dr. Tadasana. Students in the TESOL Methods course were asked to talk about the particular component and list its features and an example of an activity to use during the instruction of ELs. As I delved deeper into the data, I decided to focus on the strategies and methods that appeared in the participants' unit plans, interviews and observations, and the DB responses in which participants discussed using a particular strategy in their Practicum classrooms. This theme has two subcategories: *Strategies* and *Beliefs,* both of which are paramount to a TESOL Discourse.

Strategies. One of the main objectives of the TESOL Methods course was the

acquisition of methods, materials and strategies to use with ELs. The foundation of the course was the eight components of SIOP and the corresponding 30 features as well as the incorporation of aspects of WIDA, i.e. ELD and ACCESS scores, in mini lessons and unit plans. Another strategy mentioned by participants was Total Physical Response (TPR), a language teaching method developed by Dr. James Asher in the 1960s. When using TPR, teachers give commands in the target language and students respond with movement (What is TPR?, n.d.).

Evidence of strategies appeared across all data sources, especially in the unit plans the participants created in the TESOL Methods course. Figure IV lists the various SIOP featured and other strategies that appeared in the participants' unit plans, while Table 4 shows the frequency of their occurrence by participant. The strategies that compose the participants' TESOL Toolkits were representative of the figured world of the TESOL Methods and Practicum courses, which referred to the discourses specific to the instruction of ELs as well as the beliefs and values consistent with linguistically and culturally responsive teachers.

Use of ELs' L1s. In the first grade mathematics unit plan she created for Dr. Tadasana's TESOL Methods course, Brenna included key vocabulary for all four lessons in both English and Spanish; for example, lesson one included "less than and menos que" (Unit Plan, TESOL Methods Course, December, 2014). Using an EL's native language during instruction is one key strategy emphasized during the Methods course. During my two observations of Brenna, I did not witness her enact any of the lessons from the unit plan; however, she did use Spanish to reinforce commands during class and also allowed the four Spanish-speaking ELs in the classroom to speak in Spanish to help clarify concepts during a writing activity, which is a feature of SIOP Component 2, Building Background, and demonstrates her ability to apply

course content in lesson delivery.
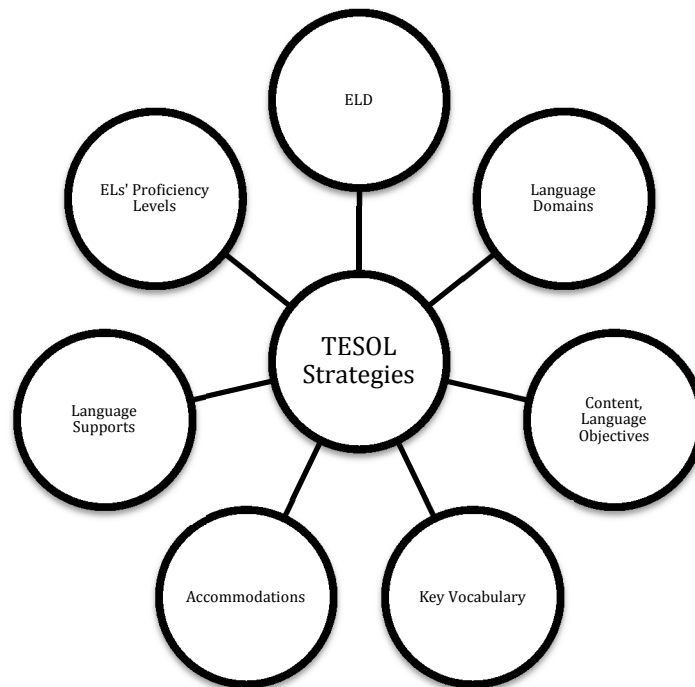
Figure IV. Specialty discourses used in participants' TESOL Methods course unit plans.

In a DB reflection in the TESOL Methods course, she discussed the importance of using students' L1s in class and shared an example from her Practicum classroom.

> We also make sure that the students feel that their L1 is valued in the classroom. I have one of my case study students who is struggling with a particular phoneme and I have been giving him examples in Spanish as well as English so that he is identifying that particular phoneme. (TESOL Methods course DB Reflection, Week 11)

In this excerpt, Brenna discussed the need for ELs to know that their native tongues were valued in the classroom. By using the idiom "make sure," she was ensuring that there was no doubt that all ELs felt comfortable using their native language and that it was indeed valued, which represented another characteristic of a TESOL Discourse.

In her reflection at the conclusion of her unit plan, Brenna also talked about the

need to develop additional supports in the ELs' native languages to supplement
instruction.

> For one of the Spanish ELLs, he really needs more support from his native
> language as there is a disconnect between seeing the number, hearing the number
> in English and trying to connect it to the Spanish version of the number. I need to
> develop more support into giving him tools to code-switch effectively between
> the two languages. (TESOL Methods Class Unit Plan Reflection, December,
> 2014)

In the above reflection, Brenna mentioned native language supports and code-
switching, two additional strategies to add to her TESOL Toolkit. She said "I need to,"
which is in the future tense, and reflects a goal for her future classroom, and represents
the fact that her identity is indeed fluid and being constructed with each classroom
experience she has. Brenna encouraged the use of code-switching between Spanish and
English, which is a helpful strategy for ELs to use when working on acquiring academic
language. Additionally, allowing students to use both languages in the classroom is
representative of a teacher possessing traits of a TESOL Discourse and valuing ELs'
native tongues.

In the final reflective items for the TESOL Methods course, students were asked
to identify the eight SIOP components and talk about features of each that were most
meaningful to their practice. One of the strategies Fallon discussed was from SIOP
Component 2, Building Background, Feature 9, Key Vocabulary Emphasized, and Fallon
said that the use of cognates from ELs' native tongues was a strategy that had recently
been incorporated into the third grade classrooms at Lakeview. "I feel that the ELL

students have been more confident about speaking another language and even share out

now, where as before they seemed isolated" (Final DB Reflection, TESOL Methods

Course). Fallon made another reference to the use of students' native languages when

she worked individually with a Spanish-speaking student.

> This semester I have been working with a student who didn't seem to have
>
> motivation, but as I started to use his first language, which is Spanish, more in my
>
> normal conversation with him and in his academic language I have seen a spike in
>
> interest and in his English. We even joke now, and he loves to teach me Spanish
>
> and I help him with his English. (TESOL Methods Course, Final DB Reflection)

Fallon's response was powerful and exemplified her attainment of a TESOL

Discourse because she was articulating the need for the use and inclusion of ELs' L1s in

instruction, but she went a step further and enacted the strategy with an EL. This

represented both the "Big D" Discourses of TESOL and LCRT, as well as the figured

world of TESOL/EXTEL, and members include PSTs who jointly construct and negotiate

meaning with ELs and teachers. One of the linguistically responsive pedagogical

practices identified by Lucas et al. (2008) is scaffolding, which include "facilitating and

encouraging the use of students' native languages" (p. 369). This passage also illustrated

an addition to Fallon's teaching identity that she acquired from her involvement in

TESOL courses.

For her Practicum I experience, Tonya was placed in Mrs. Isom's third grade

class. When I visited the room, I noticed word walls all around the classroom with key

vocabulary in both English and Spanish. The use of multilingual word walls is feature 9

of SIOP Component 2, Building Background. As I looked across data collected from

Tonya, she consistently discussed the inclusion of vocabulary in both Spanish and

English as well as its importance in ELs' successful acquisition of academic English.

> In our class we introduce the key vocabulary before the lesson. We paste them on
>
> the board in English and the Spanish cognates. The words stay on the board
>
> during the week we are learning the lesson, then they go on the word wall. We say
>
> the words out loud in both English and Spanish. The students also write the words
>
> in their personal dictionaries. (Final Reflection, TESOL Methods Course)

Tonya also said that the native English-speaking students in the classroom also enjoy

learning the Spanish words, which also is another step toward building a greater sense of

community in the classroom.

> One of the main things I learned that I can apply in my Practicum classroom is the
>
> use of vocabulary in ELLs' native language because now, at Lakeview, beginning
>
> in third grade, teachers have to have word walls in both Spanish and English. So,
>
> each time we started a new topic, the words are introduced in both English and
>
> Spanish and put on the wall. (Personal Interview, December, 2014)

> Although she did not teach any of the lessons from the unit plan she created for

the TESOL Methods Course in her Practicum classroom, Tonya included key vocabulary

in both English and Spanish for each lesson: "round/ronda, estimate/estimación, ten/diez,

add/sumando, associative property/propiedad asociativa, strategies/estrategias, sum/suma,

addend/añadir, doubles/dobles, quotient/cociente, divisor/divisor and

dividend/dividendo" (3rd Grade Mathematics Unit Plan, TESOL Methods Course).

> The activities in Tonya's unit plan also included the use of Spanish and English.

For example, the directions for one activity for lesson three on division word problems asked students to "fill in the sentence frames as a whole class: Mrs. Simpson gave me ___ pieces of candy. (dividend/dividendo). I have ___ friends. (divisor/divisor) How many pieces of candy did each friend get? ___(quotient/cociente)" (3rd Grade Mathematics Unit Plan, TESOL Methods Course).

When discussing the use of ELs' native languages in the classroom, Tonya discusses how the content she learned in the TESOL Methods course prepared her to be a voice of support for ELs and their families and encourage the retention of students' first languages at home.

I can confidently tell parents that students should keep speaking their first language at home. I know of ELL students whose parents tell them to speak English only at home. They think it will hinder the student from learning the second language. (Final DB Reflection, TESOL Methods Course)

This reflection showed a shift in attitude for Tonya and a commitment to ensuring that ELs are successful. Tonya was also able to apply some of the strategies gleaned from the TESOL Methods course, which represented her embodiment of a TESOL Discourse. During my classroom observations of Tonya, she introduced the key vocabulary in both Spanish and English, demonstrating that she was both talking the talk and walking the walk of a LCRT.
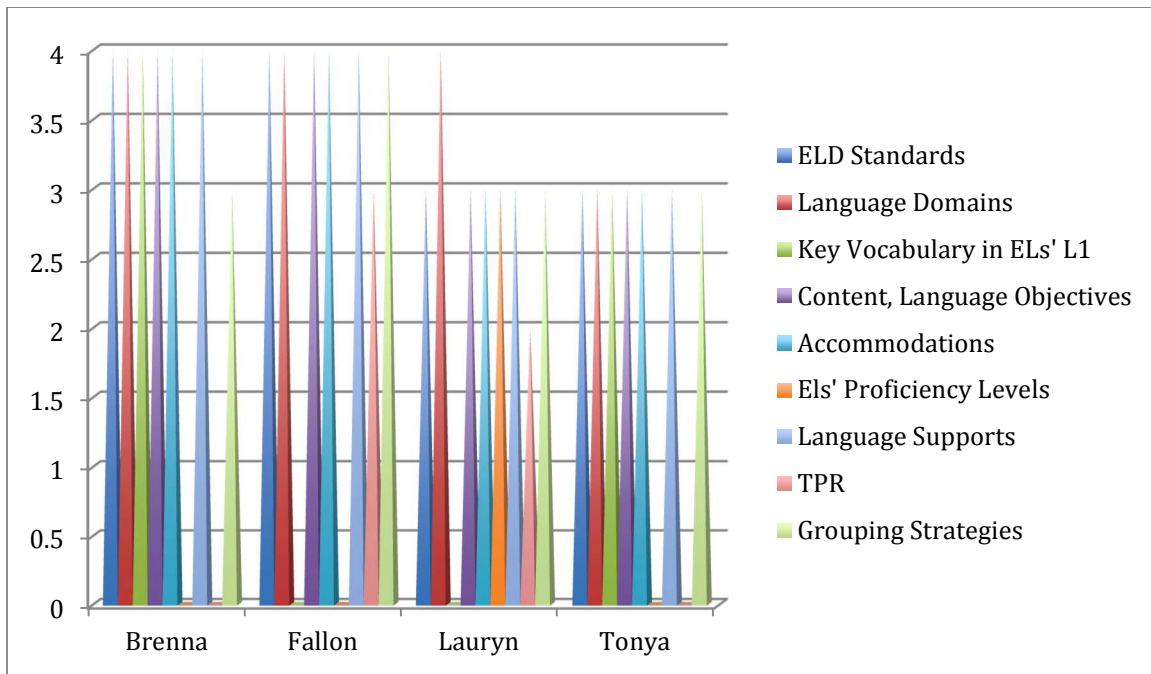
Figure V. Participants' Use of Specific Strategies in TESOL Methods Course Unit Plans.

WIDA terminology. Brenna used some of the new tools from her TESOL Toolbox with a new male EL who had moved from Texas without any scores on the ACCESS test and who did not receive any services from the school's English to Speakers of Other Languages (ESOL) specialist, but still struggled with certain sounds because he was decoding between Spanish and English. Her mention of WIDA and the ACCESS test were representative of new discourses gleaned from the TESOL Methods course that she applied in her Practicum I classroom.

Lauryn also discussed WIDA and how the ability to read ACCESS scores and utilize WIDA strands during lesson planning impacted her experiences in her Practicum classroom.

If I hadn't taken the TESOL courses, I wouldn't have known about the stages of language development and the WIDA strands and all of that, helped me be able to talk to my teacher right now and talk to her about making different parts of the

lesson differentiated for the students. (Personal interview, December, 2014)

Grouping strategies. Another key strategy that Brenna added to her TESOL toolbelt was the use of a variety of grouping configurations, which is feature 17 from the SIOP Interaction component. Mention of the different grouping strategies appeared in her personal interview, lesson plans and DB reflections. During my classroom observations, I witnessed the grouping of higher and lower level female ELs and one low and two higher level EL boys. Brenna gained knowledge of this strategy and successfully applied it to her teaching, thus adding to her teaching identity.

Fallon also talked about using a variety of grouping strategies with the ELs in her Practicum classroom, which were reflected in her mini lessons and unit plan as well as in her personal interview. She mentioned two male ELs using Spanish to clarify concepts. Fallon was not proficient in Spanish, but encouraged the two to switch back-and-forth between the two languages and often asked the boys to tell her the meanings of the words they were using in Spanish so she was engaged in the learning process with them. This situation was similar to Brenna's and also reflected an attitude of a teacher who valued ELs' native tongues, a belief that might be a cornerstone of LCRTs (Song & Simons, 2014) and an example of a TESOL Discourse.

Tonya also added grouping strategies to her TESOL Toolkit, and discussed the various strategies that were used in her Practicum classroom, including partnering ELs with other ELs and native-speakers-of-English with varying levels of proficiency and abilities. Lauryn articulated the importance of using grouping configurations in every lesson and emphasized the need for teachers to use a variety of groupings to foster a positive classroom climate and true community.

Scaffolding/supports. A word that appeared frequently in Fallon's discussion of strategies for ELs was supports, which are one of the key practices that Lucas et al. (2008) suggest to acquire a linguistically responsive pedgagoy. She discussed the fact that supports were imperative for ELs to gain a better grasp of academic vocabulary and talked about using scaffolding, which is feature 14 of SIOP Component 4, Strategies, with one of the ELs in her Practicum classroom.

> I constantly work with him one-on-one, in math, DRA or morning work, and writing. I use the strategy by taking what he has said and then applying it in a way that you say it in English. I say the correct pronunciation and repeat his pronunciation and ask him which he thought sounded better. I have noticed a slight change in his speaking since doing this technique, and also in his writing. He has become much more aware of the grammar in sentences and even punctuation. (Fallon, DB Reflection, Week 8, SIOP Component 4)

Tonya also discussed scaffolding in her DB reflections, and this was a support included in her unit plan for the TESOL Methods course. Like Brenna, Tonya also used the future tense, specifically "I plan to use" when speaking of her future classrooms and these methods and strategies to support ELs.

> Some of the scaffolding techniques that I plan to use are sentence frames, manipulatives, graphic organizers and intentional grouping. I have also learned the importance of drawing from the students' funds of knowledge. (TESOL Methods course DB Reflection, Week 11)

Like the other three participants, Lauryn also talked about the need for supports

for ELs in lessons. One of the sensory supports she utilized in all four lesson plans is TPR, a strategy also mentioned by both Brenna and Fallon. The following excerpt from my individual interview with Brenna highlighted her use of TPR with a struggling EL and mentioned the TESOL Toolkit that she has filled during the TESOL Methods and Practicum courses.

> I have been looking for what's not clicking for him and when he's reading the letters are floating off the page. So, now, it's like trying to find tools from the TESOL tool belt to really help him. So, trying to find things that really help him, like doing the TPR (total physical response) and movement and stuff. (Personal interview, December, 2014)

Content and language objectives. Content and language objectives are the first two features of SIOP Component 1, Lesson Preparation, and appeared in all four participants' reflections and are required elements of all four lessons in the unit plans created for the final project of the TESOL Methods course. For Lauryn, both of these objectives were something that she considered while creating a lesson because they were a main point of emphasis by Dr. Tadasana in the TESOL Methods course.

Tonya also used content and language objectives during instruction that were written in "kid-friendly terms like 'I will be able to.'" (Final DB Reflective Items, TESOL Methods Course) During my classroom observations, I witnessed Tonya reading the objectives at the beginning of the lesson, and it prompted all students to be more engaged and aware of their responsibilities.

In her personal interview, Tonya specifically mentioned SIOP as one of the key strategies that she has added to her toolkit, especially in regard to the need for teachers to

be intentional in their lesson planning and set her ELs up for success with the

incorporation of additional supports. "It (TESOL Methods course) taught me to think

about when I speak to the students, how am I going to speak to them, like paraphrase, and

make sure that what you are saying to the students they can understand" (Personal

interview, December, 2014). She also spoke highly of the 99 Strategies book that was

one of the TESOL Methods course's required texts. Tonya said that, unlike many other

books for teacher education courses, she kept it instead of selling it back to the bookstore

because it was full of strategies and activities to use with ELs, which represented a

commitment to continuing the construction of her identity as a LCRT.

In the individual interview I conducted with Lauryn, she discussed how impactful

the strategies and methods she acquired from the TESOL Methods course have been on

her teaching identity and her increased confidence.

> Now, the first thing that I do when I go into a classroom is think about all the
>
> supports that I am going to need and it is automatic and natural now, and, of
>
> course I am going to learn more things throughout the years, but, coming into
>
> teaching, having that natural feeling already, it makes me feel confident. (Lauryn,
>
> personal interview, December, 2014)

Being intentional. One of the recurring words in Tonya's data was intentional,

which was a characteristic of students in the TESOL Methods and Practicum courses.

Tonya used it across data sources: "I think it (TESOL Methods course) taught me to be

intentional and not just create a lesson plan that I want to teach but set up a lesson plan

and think about how I am actually going to teach for the kids during a lesson" (Personal

Interview, December, 2014); "During the TESOL courses I have learned to never assume

anything about a student's background or culture and to always be intentional in my lesson planning and instruction." (Final DB Reflection, TESOL Methods Course); " I kept that information (classroom demographics) in mind as I developed the unit and was very intentional with the activities and strategies I used." (Reflection for Final Unit Plan, TESOL Methods Course).

The word intentional was also used by the other three participants when describing their lesson plans for the ELs in their Practicum courses. They articulated the fact that being intentional is especially important when considering each student's proficiency level and the appropriate supports and assessments to use in the classroom.

A quote from Tonya's personal interview regarding her time before taking the TESOL Methods course and filling her TESOL Toolkit with strategies and methods symbolized the impact of the course on her teaching identity.

Before this, I don't think I ever really thought about how you do have to have manipulatives for the students and make everything visual for the students. I don't think I ever thought of that before and that is definitely something I want to do in my classroom, find ways to make everything hands-on. (Personal Interview, December, 2014)

Her comments reflect the discourses of all four participants after completing the TESOL Methods and Practicum courses and the fact that using manipulatives and visual aids and hands-on activities are imperative in the instruction of ELs. I now turn to a discussion of the four participants' shift in beliefs regarding ELs.

Beliefs. Integral components of a TESOL Discourse included the beliefs that ELs should be held to the same high academic standards as native-English-speaking students

and that the native languages and cultures of all ELs should be viewed as assets (Cartledge & Kourea, 2008; Commins & Miramontes, 2006; de Jong & Harper, 2005; Gay, 2002; Haddix, 2008; Lucas et al., 2008; Moll et al., 1992; Nieto, 2002; Richards et al., 2007; Wong-Fillmore & Snow, 2000; Song & Simons, 2014. An incident that occurred during Brenna's senior year of high school, during which she observed a teacher who spoke negatively of an EL, greatly influenced her beliefs about the instruction of ELs. It served as motivation for her to join the EXTEL grant and demonstrated the need for teachers to uphold high standards for all students.

> I was sitting in my literacy class and someone came in and talked to us about
> EXTEL and I was like, 'Oh, that reminds me of that one negative experience that
> I had when I was observing teachers in high school and this would be a good tool
> to have in my tool belt to help deal with students and give them the proper
> supports in the classroom. (Brenna, personal interview, December, 2014)

In this excerpt, Brenna used the term tool belt to describe the benefits of all six TESOL courses, but it also reflected her beliefs about ELs and other diverse learners, and her embodiment of a TESOL Discourse.

One of the reading assignments for Dr. Tadasana's Methods class was a chapter on the importance of gaining an understanding of ELs' background knowledge written by Uribe and Nathenson-Mejia (2008). Students selected a scenario from the book's first chapter and discussed how they would apply the knowledge to their instruction of ELs. Fallon selected a scenario that highlighted the importance of teachers getting to know their ELs' previous school environments. She then connected this to her experience as a

substitute teacher in the rural district where she attended elementary and middle school, and a newcomer EL who had not spoken all year.

>I'm not sure how she is coping with the movement, but as I was reading the text about different schooling across the globe I became aware about not only how culturally shocked this poor girl is, but also shocked in how she operates throughout the day at school here in the United States. It makes me wonder too, that if the teacher and the ELL specialist worked together to access her background knowledge of her school and relate it to our school that perhaps the transition in at least on area would be much easier. Finally, I realize now just how important it is not to take the simple idea like school for granted and really help my ELLs to adjust in all transitions (as much as possible). (TESOL Methods Course Reflection, Week 4)

This reflection demonstrated a shift in beliefs and cautioned Fallon to not make assumptions about her ELs' prior knowledge and experience with formal schooling, which could be the first step of becoming a LCRT (Song & Simons, 2014).

In her response to the final reflective questions in the TESOL Methods course, Tonya talked about the fact that the six TESOL courses taught her to draw from ELs' funds of knowledge. This was a common theme amongst all four participants and one of the key goals of the TESOL program. She discussed the need to make ELs feel welcome and safe in the classroom from day one and to research students' cultural backgrounds as well as never making assumptions about students.

Lauryn discussed how the changing demographics of the US were affecting classrooms around the country and articulated the need for all teachers to be better equipped to work with ELs.

In the United States, we're no longer predominantly an English society, we're actually probably in the midst of changing the home language because we have such a large number of Hispanics here, and, it's only growing, and, because of that, I think you have to change the methods. I think that every teacher that is teaching now, currently, and every preservice teacher needs to be doing some ELL and special education training. Our classrooms are integrated and we are going to be forced to reckon with this one way or another in our classrooms, even if we are not specialists, and we are still going to have them in our classes and no matter what, it's a benefit. (Lauryn, personal interview, December, 2014)

Lauryn's discourse reflected beliefs she had regarding ELs, and represented a key component of LCRTs, as Song and Simons' (2014) framework proposes. By articulating this intention to gain knowledge and experience working with ELs, and then joining the cohort group and earning an ESOL endorsement, this signified that she was both talking the talk and walking the walk of a LCRT, and adding to her emerging teaching identity. After shadowing an ESOL specialist and completing the TESOL courses, Lauryn also considered applying for ESOL specialist positions, which represented a complete shift in her previous teaching aspirations as well as the transformative effect that the program had had on her teaching identity.

There were many similarities amongst the four participants' discussions of the strategies that they have added to their TESOL Toolkit/Toolbox, including content and

language objectives, supports, scaffolding, grouping strategies, TPR, WIDA and tapping into ELs' funds of knowledge. All of these strategies were introduced during the TESOL Methods course at length as well as in some of the previous courses. These specialty "little d" discourses, in tandem with the application of the strategies in the classroom, were the major components of a TESOL Discourse and demonstrated how the TESOL Methods and Practicum courses had shaped all four participants' emerging teaching identities.

One of the key differences regarding the actual use of these strategies was the number of ELs in the participants' classrooms. Brenna and Tonya had the highest number of ELs in their Practicum classrooms, which represented opportunities to apply the strategies gleaned from the TESOL courses. However, both Fallon and Lauryn had a relatively small number of ELs who possessed advanced levels of proficiency, which did not allow them to enact lessons with supports and strategies. This small number of ELs was characteristic of the Midwestern US state in which both Metropolitan University and Lakeview Elementary School were located. In contrast, public schools in states in the West, for example, Colorado, Nevada, New Mexico, and Texas, had EL populations of 10% or more, while ELs composed 22.8% of public school enrollment in California (Fast Facts, n.d.).

All four participants articulated the fact that they now had a TESOL Toolkit/Toolbox that was full of strategies to best serve ELs, which represented an addition to their teaching identities/Discourses. Likewise, they were using new "little d" discourses that illustrated the influence of the TESOL Methods and Practicum class on these developing identities. The beliefs expressed by Brenna, Fallon, Lauryn and Tonya

were also examples of a way of being that was consistent with the actions of a LCRT and also discussed how these actions will be enacted in their future classrooms when they are at the helm and fully responsible for the success of ELs.

In my roles as both observer and participant-observer, I have had a glimpse into this portion of all four participating teacher candidates' journeys to become teachers. As I sat in the TESOL Methods class, I had a front row seat to the strategies and methods presented by Dr. Tadasana, which took me back to my experience in the class as a graduate student and I was reminded of the unit plan that I created with two other classmates. Additionally, as I observed all four women in their TESOL Practicum courses, I remembered my Practicum experience and the feelings of frustration and excitement that I felt when delivering lessons to ELs in a local junior high school and using the strategies and methods from my TESOL Toolkit. My newly acquired "Big D" Discourse of Researcher, which I continue to hone, has given me a new perspective on identity and how the two TESOL courses have affected the four participants' teaching identities, especially in reference to the importance of both acquiring pedagogical knowledge and a shift in beliefs. Information alone does not implement a change or reconstruction of identity, instead, application is imperative to cause a shift and truly "walk the walk and talk the talk" of a TESOL Discourse. Although all four women completed the TESOL coursework necessary to acquire an ESOL endorsement, it is truly the first stage of their journeys, which will continue throughout their teaching careers. As Brenna, Fallon, Lauryn and Tonya step into roles as classroom teachers or ESOL specialists, and it is now each participant's individual responsibility, as well as with

assistance and guidance from their future schools, classrooms and students to cultivate LCRT/TESOL Discourses/identities to their full potential.

Summary

In this chapter, I revealed the three themes that emerged during data analysis: *Impact of Multiple "Big D" Discourses, TESOL Makes Me More Knowledgeable,* and *Filling My TESOL Toolbox/Toolkit*.

As I unpacked the data, I interpreted the connections between each theme and the research question guiding the study: *How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities?* Each participant possessed multiple "Big D" Discourses, which are synonymous with identities, and each of these greatly influenced their teaching identities. As the four participants acquired a TESOL Discourse during the two courses, three of the women positioned themselves as more knowledgeable and capable of instructing ELs than the clinical teachers in their Practicum classrooms and also achieved a high level of confidence in their teaching abilities. The strategies, methods and materials introduced in the TESOL Methods course were all placed in a TESOL Toolkit, along a new set of beliefs regarding ELs, which all had a major effect on the four participants' teaching identities.

In the next chapter, I will discuss the implications of the study in terms of curriculum programming for colleges of education and teacher education programs as well as future directions for research on TESOL courses and their impact on teaching identity.

Chapter V

Discussion

How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses on their emerging teaching identities? This research question guided the inquiry, which followed the journeys of Brenna, Fallon, Lauryn and Tonya during their final semester of TESOL coursework at Metropolitan University.

Through the use of a qualitative multiple case study design (Yin, 2014), multiple data sources were collected including one individual interview, weekly DB reflections from the TESOL Methods course, a unit plan from the TESOL Methods course, and field notes from two observations of each participant in their Practicum classrooms and participant observations of the TESOL Methods course. Two layers of data analysis were used including the first cycle coding (Saldaña, 2013) methods of values coding (Gable & Wolf, 1993; LeCompte & Preissle, 1993; Saldaña, 2013) and descriptive coding (Miles & Huberman, 1994; Saldaña, 2003; Wolcott, 1994) and the second cycle coding (Saldaña, 2013) method of focused coding (Charmaz, 2006; Saldaña, 2013), informed by three of Gee's (2014b) analytical tools: the Identities Building Tool, Figured Worlds Theoretical Tool and Big D Discourse Tool.

In this chapter, I will discuss the results of the inquiry and link them to the literature review, conceptual framework and research question. I will also reflect on the findings and implications of the findings as well as outline future directions for research involving TESOL courses' influence on teaching identity.

Summary of the Results

Coding revealed three major themes: *Impact of Multiple "Big D" Discourses, TESOL Makes Me More Knowledgeable,* and *Filling My TESOL Toolbox/Toolkit.*

The first theme, which draws from Gee's (2014a,b) construct of "Big D" Discourses, is consistent with research on identity (Day & Kington, 2008; Flores & Day, 2006; Gee, 2014a; Lortie, 1975) and the impact that personal and professional experiences have on the formation of identity. All participants possessed multiple identities or Discourses, i.e. Student and Mother, which have greatly impacted their identities. All four participants discussed former teachers that have had both a positive and negative impact on their current teaching identity, including teachers from their time in elementary or high school as well as the CTs in their TESOL Practicum course. The second theme involved the participants' perceptions of their capabilities as teachers. Through the use of Gee's (2014b) Identities Building Tool, analysis revealed that participants were positioning themselves as more knowledgeable in the instruction of ELs than their CTs; in fact, Lauryn was the only participant who did not position her CT as less knowledgeable regarding the instruction of ELs. The final theme discussed the TESOL Toolkit/Toolbox that each participant acquired after taking the TESOL Methods course. The strategies, methods, materials and beliefs gleaned from the course were added to each participant's teaching arsenal. Analysis revealed that each participant had varying opportunities to enact their newly acquired strategies, but their attitudes and beliefs toward ELs indicated membership in a TESOL Discourse and a reconstruction of their teaching identities.

Discussion of the Results

The conceptual framework for this study was anchored in literature on the role of both TESOL content and practice, SCT, identity, and teaching identity on the four PSTs' fledgling teaching identities. Given the dynamic and fluid nature of identity, the variety of experiences with which the participants were exposed during the TESOL Methods and Practicum courses constantly shaped and reshaped their teaching identities throughout their EXTEL journeys. During the TESOL Methods course, all eight SIOP components, which each include between three and five features, were introduced by Dr. Tadasana. A different component was discussed each week, and participants read about the strategies and their use with ELs and designed lesson plans incorporating the strategies and were sometimes able to enact the strategies in their Practicum classrooms. Izadinia's (2013) review of literature on STs' identities revealed that practical experience in a classroom elicited a shift in teaching identity, which was also consistent with studies involving SCT and the power of applying knowledge on identity construction.

TESOL Content and Practices

In the TESOL Methods course, participants were introduced to strategies, methods and materials to use in the instruction of ELs. The TESOL Methods and Practicum courses were the exit courses for the EXTEL grant, so the four courses that preceded these two courses provided foundational knowledge on linguistics, principles of second language acquisition, cross-cultural communications and assessment. Information presented in the TESOL Methods course built on the material that the participants had previously discussed, and set the stage for the influx of tools discussed in the class, which was directly correlated to the theme of Filling My TESOL Toolbox/Toolkit.

During the TESOL Methods course, participants were introduced to SIOP and its eight components and 30 corresponding features during in-class lectures and readings. While creating mini lessons and their mathematics unit plan, participants considered the role of each component and carefully selected features to include in lessons to support ELs' successful acquisition of academic English. Before taking the TESOL Methods course, participants had not heard of SIOP or any of the supports provided in the 30 features of the protocol; however, they had already filled their teacher's toolkit with knowledge gained from other teacher education courses, for example, their science and mathematics methods courses. After taking the TESOL Methods course, though, all four added these strategies, which they incorporated with WIDA information into their TESOL Toolkit, which represents the "Big D" Discourse of TESOL.

The mathematics unit plans created by all four participants for the TESOL Methods course followed the expectations set by Dr. Tadasana, and included the ingredients she was looking for, i.e. ELD Standards and WIDA accommodations. The process was very intentional and guided by Dr. Tadasana; however, even though each participant fulfilled the expectations set for the unit plan, some went a little deeper into their planning and incorporated more detailed information, reflecting their commitment to becoming a LCRT and also representing a greater influence on their teaching identities.

In Lauryn's first grade unit plan, she included all of the required components, but was the lone participant to list the proficiency levels of the ELs in her Practicum classroom. By including ELs' levels of proficiency, she demonstrated that she was intentional in her lesson plan and focused specifically on the accommodations for each

students' level and the corresponding assessment. All four participants listed the key

vocabulary for each lesson, but Brenna and Tonya both also included the vocabulary in

Spanish, the native language of most of the ELs in their classrooms. This commitment to

the use of ELs' L1s during instruction was corroborated during my classroom visits. In

Brenna's first grade classroom, ELs were paired with another Spanish speaker and

allowed to use Spanish to clarify and scaffold. During one of my observations, I

observed a native Spanish-speaking EL boy with an intermediate level of English

proficiency assisting a peer who had a lower level of English proficiency. This is an

example of scaffolding and the use of a more qualified peer (Vygotsky, 1978) to help

negotiate meaning. In Tonya's third grade class, there were various content word walls

that featured key vocabulary in both English and Spanish, and Tonya's use of students'

L1s in her lesson plans truly the effects of context on identity from both the TESOL

Methods course and her Practicum classroom. In Fallon's unit plan, like the other three

participants, she included language supports in the areas of sensory, graphic and

interactive, in each lesson plan. Fallon, though, was the sole participant to incorporate

multiple grouping strategies and TPR into each of her lesson plans.

While the TESOL Methods and Practicum courses provided a glimpse into just

one stage of the four PSTs' teaching journeys, I believe that the coursework, coupled

with opportunities to practice and enact the strategies and methodologies, had a major

effect on their teaching identities. Before taking TESOL courses, these four women had

been introduced to strategies and methods to work with native-English-speaking students

that they put into the teacher's toolkit and "Big D" Discourse of an Elementary Education

Teacher Candidate. However, all four now possess tools to utilize with ELs and other

diverse learners, thus adding a TESOL Discourse, which includes attitudes, beliefs, strategies and methods for providing optimal instruction for ELs.

Impact of Sociocultural Theory

Sociocultural theory (SCT), another integral part of the study's conceptual framework, posits that identity formation is contingent upon context (Smargorinsky et al., 2004), and is inextricably linked to experiences and interactions within various settings. The TESOL Methods course and the participants' Practicum classrooms provided a rich context to develop their teaching identities through practice as well as interaction with their CTs, students and peers. Most participants had positive experiences in their Practicum classrooms; however, three participants also reported negative experiences. Regardless of whether interactions were positive or negative, each experience had significant effects on the participants' emerging teaching identities and attainment of a TESOL Discourse.

Vygotsky's (1978) notion of tools as mediating devices for identity formation was another part of the study's conceptual framework in SCT, with the TESOL Methods course serving as a tool. Course readings, assignments, lectures, reflections, activities, and interactions provided a forum for all four participants to gain new knowledge and apply it to their personal practice, which, in turn, allowed for the development of their teaching identities. With each week, the participants gained additional strategies and methods for their TESOL Toolkits/Toolboxes en route to the cultivation of a TESOL Discourse. Although each participant's Practicum classroom was different and each had varying levels of freedom as well as ELs in the class, they all had opportunities to enact

lessons and practice the use of strategies and methods and received feedback from their CTs as well as students, representing the impact of context on teaching identity.

Identity

Kington and Day's (2008) research on identity and the three dimensions that compose identity: personal, professional and situated local, was one of the pieces of the study's conceptual framework. The results of this study reinforced the major influence of each dimension, especially the personal and situated local identities. However, I posit that there is more of a connection between all dimensions; in fact, they are interdependent and all occur in context (See Figure VI for my reconceptualization of identity).

According to SCT, identity formation is dependent on context, and a major variable in the participants' teaching identity journeys. All four participants spoke about teachers or experiences as students during what Lortie (1975) deemed the apprenticeship of observation, that have had a profound influence on both their decisions to become teachers and their current teaching identities. I associated the four participants' times as students with the "Big D" Discourse of Student. The role of each participant's multiple Discourses was another theme that emerged during data analysis. As Gee (2014b) contends, Discourses are ways of being a certain type of person, and our identities are all composed of multiple Discourses. For the four participants in this study, they were simultaneously negotiating the Discourses of Student, PST, Woman, and a host of others, while also acquiring a TESOL Discourse to add to their repertoire. Once again, these Discourses were formed within various contexts, reinforcing the interconnectedness of context and identity formation.
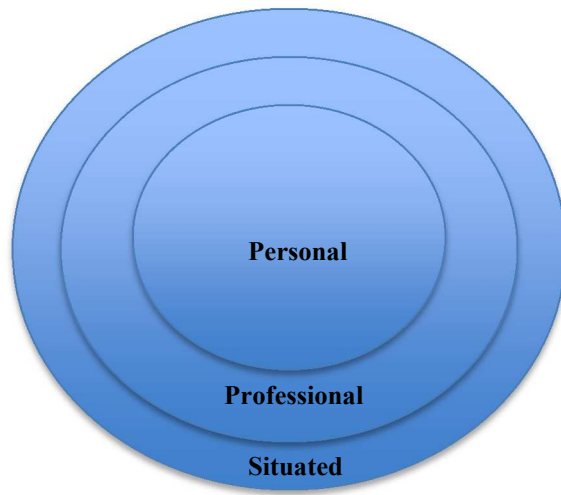
Figure VI. Researcher's Proposed Identity Framework.

In terms of the professional dimension of identity, the participants have not yet had many experiences in the classroom outside of fieldwork, observations and Practicum 1, but the data showed that the participants' CTs had significant influence, both positive and negative, on their identities and ideas about teaching. Brenna, Fallon and Tonya each discussed characteristics possessed by their CTs with which they did not agree, for example, Fallon discussed her teacher's punishment of taking students' recess away if they struggled with appropriate behavior in the classroom. Tonya was the most vocal about her experience in her Practicum classroom. During her individual interview, I asked if her CT had influenced her teaching identity and she made a strong statement indicating that she was finding out the type of teacher that she does not want to be. Conversely, Lauryn spoke glowingly of her CT, and indicated that she aspired to possess many of her characteristics in her future classroom.

The participants' experiences in their Practicum classrooms resulted in one of the themes mined from the data regarding their feelings of being more capable/qualified of teaching ELs than their CTs. Interestingly, Lauryn was the only participant who did not position herself as more knowledgeable than her CT, and it is difficult to establish exactly why this was the case, but one reason could be the fact that there were no ELs that

received services in her first grade classroom, or, it could be the fact that Lauryn and her CT had cultivated a strong relationship built on mutual rapport. However, Brenna, Fallon, and Tonya all also positioned themselves as more knowledgeable than their CTs regarding the instruction of ELs and each discussed at least one incident during which their CT seemed to have no idea about providing support for an EL.

It is important to note, though, that these are merely the participants' perceptions of their CTs, with whom they worked for two days a week. Once teachers have the helm of their own classrooms and all the responsibilities associated with being a full-time teacher responsible for the success of a room full of children, perceptions often change. Again, this is a snapshot into one stage of a journey that will continue as long as the four participants are teachers.

Teaching Identity

Another anchor of the study's framework was the definition of teaching identity informed by Izadinia's (2013) review of literature on ST identity, as well as specific research conducted by Flores and Day (2006), Lamote and Engels (2010), and Smargorinsky et al. (2004). The definition includes reference to STs' perceptions of "their cognitive knowledge, sense of agency, self-awareness, voice, confidence and relationship with colleagues, pupils and parents" (Izadinia, 2013, p. 708). These perceptions are a result of STs' experiences in various contexts and learning communities, including teacher education courses and interactions with members of communities of practice. This is directly in line with the objective of this study, to determine the influence of the TESOL Methods and Practicum courses on PSTs' teaching identities.

One of the key findings of the literature reviewed by Izadinia (2013) was the effect of reflection on teaching identity, and this is one of the shortcomings of this study, because I do not believe that the four participants had ever been prompted to ponder their teaching identity. One of the questions in the individual interviews I conducted with each participant asked them to define their teaching identity as well as how it had been influenced by the TESOL Methods and Practicum courses, and three of the participants did not respond to the question, so I had to contact them again via email and ask them for their responses.

Below, I will share the definitions articulated by each participant, as well as my thoughts of teaching identity that I wrote about in my researcher's journal after collecting all four participants' definitions. In future research, I would like to redefine teaching identity, using the aforementioned definition and research as well as the voices of the four participants from this study.

I would define teaching identity as knowing who you are as a person as well as an educator. Knowing your strengths and weaknesses and your passion in teaching. I would also say part of a teacher's identity is knowing how to balance teacher with human because it does take some serious balancing to make it all work. (Brenna, personal communication, December 10, 2014).

I feel my teaching identity stems from cooperative learning strategies and getting students involved and excited. I like to make my instruction more student-centered than teacher-centered, where I give students the ability to explore and

create meanings on their own. (Fallon, personal communication, December 11, 2014).

I think that teaching identity is what beginning teachers believe about teaching and learning as self and as a teacher. This is very important throughout the process of teacher education. It is the foundation for meaning-making and decision-making. (Lauryn, personal communication, December 10, 2014).

I think teaching identity itself is what policies and principles we stand by as a teacher, what methods we use in a classroom, and what shapes our instruction. (Tonya, personal interview, December, 2014).

After reading all four participants' definitions of teaching identity, I thought it was necessary for me to write my definition, which draws from some of their words, my experience as a teacher and definitely from all of the literature I have reviewed for this study. Teaching identity refers to who you are as a teacher and includes your teaching philosophy, methods and strategies used in the classroom and approach to working with all students. For me, this identity began to form during my apprenticeship of observation, was cultivated during teacher education courses and fieldwork. I also had to do some intentional self reflection, which is not easy, and I think that teacher candidates should be encouraged to reflect on who they are before they step into a classroom and how they change after taking teacher education courses and doing fieldwork. Once in the classroom, your

teaching identity continues to morph as you engage in professional development and gain experience in the classroom and with colleagues and different students. The teacher I am today is not the teacher I was when I began eight years ago and I am looking forward to the teacher I will be in another eight years (Researcher's Journal, December 27, 2014).

LCRT identity. The overarching construct of teaching identity was the focus of the research question guiding this inquiry. However, Song & Simon's (2014) preliminary research on linguistic and culturally responsive teaching is also important to the results and, I believe, an ultimate goal for PSTs and inservice teachers who have participated in TESOL programs. While the characteristics of LCRTs have not yet been fully formulated, research previously conducted by Gay (2002) on CRT and Lucas et al. (2008) will likely serve as the foundations of the new construct, and combine aspects of both LRT and CRT, with more of an emphasis on the former.

In the TESOL Methods course, Brenna, Fallon, Lauryn and Tonya all acquired strategies, methods and materials, for example using ELs' native languages as scaffolds and incorporating a variety of grouping configurations, that they added to their TESOL Toolkits, which are representative of the linguistically responsive pedagogical practices suggested by Lucas et al. (2008) and Song & Simons (2014). Likewise, one of the key characteristics of culturally responsive teachers is to honor ELs' native languages and cultures while creating a welcoming classroom environment (Gay, 2002), and each participant incorporated aspects of a culturally responsive pedagogy in their unit plans, DB Reflections and discussed their importance in the classroom. A sentiment that has resounded in the data and analysis is the fact that the four participants, while nearing the

completion of their teacher education program and involvement in the EXTEL grant, are just beginning a new stage of their teaching journeys as they will soon become novice classroom teachers. With the new contexts that they will enter, they will have new opportunities to hone both their identities as LCRTs, which is now a part of their teaching identities.

Once again, this study represents a window into one stage of these four women's journeys to become teachers and acquire a TESOL Discourse. The impact of context and interaction are key, and the data collected from each participant reflects the transformative effects of the TESOL Methods and Practicum courses on their teaching identities.

Implications

Now that all data has been collected, analyzed and interpreted, it is time to draw conclusions from the themes and findings that emerged from the study. I first return to the research question that guided this inquiry: How do four preservice teachers articulate the influence of the TESOL Methods and Practicum courses? After completing this process, what are the key takeaways that resulted from the study?

Participants' Future Practice

The first implication from the study is the lasting effects that all of the TESOL courses have had on the four participants. These experiences will continue to shape their teaching identities as they become novice teachers and are able to implement strategies and methods to use with ELs in their classrooms. A common thread amongst all four participants was their use of the future tense to describe their future classrooms and how they will enact the strategies and methodologies that they learned in the TESOL Methods

course but were unable to fully apply during their Practicum I experiences because of

limited time in the classroom as well as the relatively small number of ELs in their

classrooms. The following excerpts were all taken from the participants' final DB

reflection in the TESOL Methods course and paint a picture of the teachers that they hope

to be in the future. The discourses of Brenna, Fallon, Lauryn, and Tonya also exemplify

the kindling of a LCRT Discourse and the fact that the semester all four women spent in

the two courses was one mere stop in their journeys.

> This semester has opened my eyes to quite a bit to how I want to be a great
>
> classroom teacher for my ELLs. I've had the great advantage to have an ELL
>
> student for one of my focus students for practicum and because of that I have
>
> really been able to develop the supports for my ELLs. (Brenna, TESOL Methods
>
> Course DB Reflection, Week 14)

> In my future classroom, I will make sure that I have resources for my ELLs that
>
> they can utilize in their native language and English language. This way they have
>
> something to connect to when they walk into my classroom and always feel
>
> welcome. I will also be mindful of their progression in their English language and
>
> encourage them every step of the way, even if they are frustrated with themselves
>
> or are realizing that their workload looks different and need the extra support to
>
> understand why that is, and that it doesn't affect their knowledge. To be mindful
>
> of the physical setting, I will allow my students to meet the needs that they have
>
> for themselves like if they need to sit or stand. Furthermore, I will label objects

that are both for teacher and student uses in English and their native language so that they may have access to things more easily. Lastly, I will provide my students with supports to communicate and interact effectively with their peers. This will be done with sentence frames and translations of everyday commands in their language, so native students can learn their language as well. (Fallon, TESOL Methods Course DB Reflection, Week 14)

This semester I enjoyed learning about the SIOP features because it became very helpful in my lesson planning for individual instruction, and this is something that I will take with me into my first classroom. I learned how important it is to learn about my students and research their cultural background to provide the students with culturally rich experiences that help connect to their learning, and I will draw upon their individual differences in order to better enhance my lessons and provide the students with an engaging and memorable learning experience. (Lauryn, TESOL Methods Course DB Reflection, Week 14)

I envision my future classroom being full of items that may be familiar to students from other parts of the world. I would like to have flags or pictures of flags representing each country the students come from. I would hang common words in each language in the room. The 3rd graders in my Practicum 1 course are currently working on dioramas about different climate zones. The mother of one of the ELL students has made some of the most unique items to help decorate her daughter's diorama. I would have loved to have invited the mom into the

classroom to help the other students. I want to create an environment emotionally positive to the students and parents. (Tonya, TESOL Methods Course DB Reflection, Week 14)

While each participant has highlighted a different aspect of being a LCRT and a TESOL Discourse, they each used their unique voices to articulate future goals. Their discourses also reveal the impact of TESOL coursework and how it has opened their eyes to the needs and demands of ensuring successful instruction for ELs, which has contributed to their developing teaching identities. These DB Reflections are also examples of the specialty discourses acquired in the TESOL Methods course and new tools that each participant has added to their TESOL Toolkit.

PSTs' Perceptions

Izadinia's (2013) definition of ST identity began with the word "perception," and this is consistent with many of the findings of this inquiry. One of the key themes revealed during analysis was the participants' positioning themselves as more qualified and capable of instructing ELs, and this was totally based on their perceptions. As I mentioned, it also reflects confidence in their abilities as teachers and was one of Dr. Tadasana's goals in the TESOL Methods course, but cannot be substantiated with student data. Further, participants were only in their Practicum classrooms for two days during the time of the study, and had limited time in front of the classroom.

Another finding that emerged during analysis but was not included because it did not directly answer the study's research question was that three of the four participants perceived themselves as more qualified than other teacher candidates. Once again, it was Brenna, Fallon and Tonya who all expressed this belief. Tonya used this increased

marketability as one of her reasons for joining the EXTEL cohort, as an effort to distinguish herself from the other teacher candidates who would also be graduating in the spring of 2015. "Whatever I can add to my resumé that will make me look like the better candidate, that's why I am willing to do it," (Tonya, personal interview, December, 2014). Both Brenna and Fallon said that the TESOL courses and possessing a dual certification made them more marketable. These are interesting statements, and warrant deeper research, namely into the motivation of PSTs when they select their area of dual certification. As I reflect on my time in the TESOL program, increased marketability was never in my mind; instead, I was more interested in becoming a LCRT and how I could best serve ELs and other diverse learners.

Programming in Teacher Education

The shifting demographics of US schools and growth of ELs in today's classrooms demonstrates the need for similar programs in all universities. While student populations continue to become increasingly more diverse, the majority of students enrolled in teacher education programs are still monolingual, White females, and this is incongruent with the students who they are charged to serve.

While funding is often limited and courses are often eliminated or condensed, courses that prepare PSTs for work with ELs are invaluable in that students are being exposed to strategies, methods and materials and best practices for the instruction of ELs. However, more importantly, TESOL courses and programs such as the EXTEL grant provide a forum for PSTs to take a step back and reflect on any personal biases or assumptions they possess regarding diverse learners, and a change in attitude and belief is indeed the first step to becoming a LCRT. With TESOL courses and programs like

EXTEL, future teachers will be more equipped to work with ELs and other diverse learners.

Future Research

One of the limitations of this study was its duration, which was only one semester. While I was able to collect ample data from each participant, I believe that a longer study that initiated when participants began the teacher education program and continued through their first year of teaching would have garnered richer data. With this, I also believe that PSTs should begin to reflect on their teaching identities during their initial experiences in teacher education courses. As the study revealed, identity formation is a journey that is continuous, and reflecting on the person that you are at the beginning of your journey can be helpful to see the changes you have made in beliefs, ideals as well as instructional and pedagogical changes at each stage.

I hope to continue my relationships with Brenna, Fallon, Lauryn and Tonya as they take the helm of their first classrooms so I can continue to observe their transformations into LCRTs and if they are enacting the strategies and methods they all discussed when visualizing their future classrooms.

Another area of research that needs to be explored further is the motivation of PSTs when they select their secondary areas of certification. Metropolitan University now requires all students in the elementary education program to be dually certified in elementary-early childhood education, elementary-special education or elementary-TESOL. Why do students make the choices they make? Are they motivated by personal experiences like Brenna, who witnessed a teacher who was dismissive of an EL? Do PSTs seeking a TESOL certification aspire to be a LCRT or simply be more marketable

in the global marketplace?

Conclusion

As a novice researcher, I have learned innumerable lessons during my dissertation journey. Like my four participants' teaching identities, my identity and "Big D" Discourse of Researcher has been constructed, deconstructed and reconstructed during this process. When I crafted my research question during my Exit Course, I decided that I wanted to find out if participants of the EXTEL grant were being transformed as LCRTs after completing the TESOL Methods and Practicum course because my previous experience with a pilot study and the first EXTEL cohort had been transformative to those participants and also had a lastly influence on my identity as a new doctoral student, aspiring TESOL instructor and novice researcher. During the past year, I found out that the courses had had a major impact on the teaching identities of Brenna, Fallon, Lauryn and Tonya. However, I also realized that they had different motivations for joining the cohort as well as vastly different perceptions of their identities than the first cohort and myself. As a novice researcher, this was an important revelation and tested my ability to be objective, further impacting my identity.

After fostering relationships with Brenna, Fallon, Lauryn and Tonya, they allowed me into their worlds to witness their journeys to acquire a TESOL Discourse and become LCRTs in one of the final phases of their programs. Results from data analysis revealed that all four participants' teaching identities have indeed been influenced by the TESOL Methods and Practicum courses, namely in reference to the strategies, methods and materials to best serve ELs, and also in their attitudes and beliefs toward ELs. I have a strong hope as a researcher that participants now approach each new day in the

classroom armed with confidence and a bevy of strategies to utilize to provide optimal instruction and maintain high standards for ELs in their pursuit of the successful acquisition of academic English.

I have captured a mere window into the journeys of these four women, as they transition from teacher candidates to teachers, and the data reveals that the seeds of being a LCRT have indeed been planted during their experience at Metropolitan University in TESOL courses and participation in the EXTEL cohort. Identity formation is synonymous with construction, and is a process that is never-ending, and each new experience with students, co-workers or administrators elicits construction, deconstruction or reconstruction of identity.

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Appendix A

Interview Protocol

Before conducting the interview, I will say:
"Thank you for agreeing to participate in this interview. Please know that you have the right to not answer any questions that make you uncomfortable or that you simply do not wish to answer. Please let me know if you would like to skip to the next question at any time during this interview."

Demographic Information

Age:

(If participants are non-traditional-aged students, I will ask them about their previous education and work experiences.)

Ethnicity:

What is your country of origin?

How many languages do you speak?

Have you traveled outside the United States? If yes, where? Why?

Have you taken any other courses related to diversity or multicultural and/or multilingual education?

1. I want you to take a moment and think back to your time as a student in elementary, middle and high school. What type of student were you? What were your favorite/least favorite classes? Now, think back to your teachers; can you describe the characteristics of your favorite teachers and why they had such an impact on you? Is there any person that influenced you to become a teacher?

2. Do you think your experiences as a student have shaped your teaching practice and beliefs? If yes, how and can you give an example? If no, what do you think are some things that have experienced your teaching?

3. Has your perception of what a teacher is changed during your time at UMSL? If so, how has it changed and what example scan you provide to show this transformation?

4. In TCH ED 2209, you wrote your Philosophy of Education paper. Can you remember anything that you included? How has that philosophy changed during your journey and involvement with TESOL/QTEL?

5. The QTEL grant pays your tuition for the six TESOL courses, so that is one reason for getting involved, as is the requirement of being dually certified. Other than those two factors, what influenced your decision to be involved with QTEL? Why did you decide to make the commitment to join QTEL?

6. When you hear the word "identity," what comes to mind? What about personal identity? Professional identity? Situated identity? Teaching identity? What do you believe are some of the factors that have shaped your professional identity to this point?

7. This semester, you are enrolled in the TESOL Methods and Practicum courses. Tell me about how these courses have changed your views on teaching or your perception of working with ELs or other diverse learners? What are some examples? How have your assignments prepared you for being a linguistically and culturally responsive teacher?

8. Tell me about your experience as part of the EXTEL cohort. You have been taking classes and attending professional development sessions and Summer Institute with the group for the past nine months; how has the collaboration with your peers, your clinical teachers, supervisors, instructors and students helped you develop as a teacher? What has had the most impact on your teaching practice?

9. What is your perception of your teaching identity after completing these final two TESOL courses and your involvement with the EXTEL program?

10. Is there anything else that you would like to add?

Appendix B

Classroom Observation Protocol

Date/Time:

Participant:

Class/Grade Level:

# of ELs/Proficiency Levels:

Lesson Title:

Criteria	Yes/No	Comments
Language and Content Objectives (L.O., C.O.) were displayed in the classroom and introduced.		
Key vocabulary was discussed and/or displayed in the classroom.		
Participant gave ELs additional wait time to respond to questions.		
Students' L1s were used for clarification.		
Participant provided comprehensible input through the use of slower speech, body language, gestures and pictures.		
All four language modalities were addressed during the lesson and students were able to practice in each.		Reading: Writing: Listening: Speaking:
ELs were given additional/adjusted time for tests.		
Seating Arrangements		
Grouping/cooperative strategies used		

Use of visuals/handouts		
Used comprehension checks/checks for understanding		
Repeated directions		
Used components/features of SIOP		
Support/Scaffolding Strategies used? WIDA?		
Evidence of Collaboration (w/clinical teacher or other Practicum student)		

Additional Observations:

Appendix C

Participant-Observation Protocol

Observation Protocol	
Location:	
Date:	
Time: Length of Observation:	
Descriptive Notes	Reflective Notes
	Classroom Diagram

Appendix D

TESOL Methods Course Schedule of DB Topics

Week 2: SIOP Introduction	Week 3: Mini Lesson #1	Week 4: Reflection on ELLs' Backgrounds	Week 5: Reflection on Mini Lesson Plan 2	Week 6: SIOP 3 and Unit Prep 1
SIOP Introduction: Please identify two features in each of the 8 SIOP components and write at least one instructional strategy/activity that includes the two features. For example, the activity includes the two features of SIOP 1 (Lesson Preparation) 2 features (refine content objective and language objective) into the four corner strategy. In addition you include the coping strategies for your ELLs.	1. Please attach the revised Minilesson 1 here. 2. Write your reflection on: a. What and how you explored for the lesson in terms of Concept you come up with, LO & CO, supplemental materials, and meaningful activities; b. What happened to your activities and strategies when you present your lesson to your group members; c. What did the group members walk away with after they participated in your presentation; d. What revision did you make based on your own reflection and feedbacks you had from your group members.	1. Read Uribe's chapter (pdf file) and choose at least one scenario that you think is significant about ELLs' background knowledge, which you may not think of. How would you apply the knowledge you have from this chapter to your own application for teaching ELLs? 2. Identify 2 of 3 features of SIOP 2 Component, building background and explain them using your own words with at least one example strategy for each feature.	1. Please attach the revised Minilesson 2 here. 2. Write your reflection on: a. What and how you explored for the lesson in terms of Concepts you come up with, LO & CO, and ELLs' background knowledge and experiences when you write this LP; b. What happened to your activities and strategies that are aligned with Comp 8 (Review and Assess & 4 step T & L Cycle), when you present your lesson to your group members; c. What did the group members walk away with after they participated in your presentation; d. What revision did you make based on your own reflection and feedbacks you had from your group members.	Please read, view, think and create (RVTC) the instructional materials when you respond to SIOP 3 items. For the Unit Prep 1 items, please view the VT I posted in Learning Modules (Module 3 w6) and read the rubrics, PPT, and sample unit that is little different from yours due to the CCSS (2013 students used MO content standards, not CCSS). 1. Choose the two features of SIOP Component 3, Comprehensible Input (I + i), describe what they are, and describe the actual hands-on activities that includes the coping strategies for the ELLs in your classes or prospective ones (for preservice teachers who are not in the practicum sites).

Week 8: SIOP 4 Strategies	Week 10: SIOP 5 and Oral Proficiency	Week 11: Meeting ELLs' Linguistic Learning Demands	Week 12: SIOP 6&7, Writing Activities for ELLs	Week 14: Final Reflective Items
This week, you are supposed to read E's Chapter 5, SIOP Component 4, Strategies focusing on scaffolding, higher order questioning and learning strategies. Please read the chapter and respond to the following items in depth with the specific strategy example for each feature of the Component.	This week, you will Reflect on SIOP Component 5 (Interaction), Ch. 6, and Hadley's Chapter 6, Oral Fluency, and respond to the following items. Please click SOLOM and try to evaluate some of your ELLs based on the rubrics in SOLOM. When you read the chapters from Echevarria and et al., and Hadley, please focus on what specific activities and strategies you need to choose and/or create to enhance ELLs' speaking modalities (performance) through interactive strategies and activities. Some questions you need to think about are: Have you tried to teach oral proficiency, so the students can talk about the content more fluently? What are the restructuring processes of interlanguage? Define a main goal of teaching oral proficiency, and evaluate 3 restructuring processes of interlanguage or language-learner language (Please use Hadley's activities and the 99 strategies if needed). □ Hadley's Chapter 6 has hypotheses for teaching better oral proficiency, please read and respond to the following items: For Hyp. 2, identify 5 error sources; and how these errors could or should be corrected based on the guidelines of Hyp. 3 and SOLOM rubrics if needed. Identify 2 features of SIOP Component 5, Interaction, with the example activities, especially examples to enhance oral	1. During the presentation Monday night, group 1 discussed the fact that teachers need to create classroom environments to meet linguistic learning demands. Four components were highlighted, including: (1) positive emotional setting; (2) flexible physical settings; (3) things to talk about; and (4) frequent opportunities to interact. How can you/have you created an environment conducive to ELs' success? Inservice teachers, please give examples from your current classroom and preservice teachers, please share your vision for your future classrooms. 2. As this semester nears the end, take a moment and reflect on the four previous TESOL courses that you have taken as well as this course. How has the knowledge you have acquired regarding teaching linguistically and culturally diverse students influenced your teaching or views of teaching English Learners or other diverse learners? What are some examples of the specific strategies that you have added to your toolboxes that you have already implemented in your classrooms or pedagogies and what else would you like to implement.	1. There are two goals of writing, and the two activities (i.e., skill getting activities & skill-using activities) in writing. Please identity the two goals of writing. and describe writing activity examples to incorporate skill getting activities and skill-using activities). Please use Hadley's chapter 7 as reference. When you write the activities as examples, please identify ELLs' English proficiency levels. 2. Write the steps of process writing, and in each step of the writing processes, describe how reading and listening domains could be incorporated in each step with the specific language anchors for the ELLs depending on their proficiency levels. 3. Choose at least two features from each of the SIOP components 6 and 7, and describe the explicit instructional materials that could help the ELLs acquire the four language domains with the specific academic language anchors.	This is the time to reflect on your learning in terms of knowledge, skills and attitude to become more effective teachers for ELLs. Please write to the following items as reflective practitioners. 1. You had the four group presentations on Diaz-Rico's four chapters: Ch. 1 on 'Language Structure and Use,' Ch. 2 on First- and Second-Language Development and Their Relationship to Academic Achievement, Ch. 4 on Programs on English Learners, and Ch. 7 on Oracy and Literacy got English Language Development. I want you to choose one full sentence that you did not know before or that is significant to you from each chapter and elaborate it with your reflection how this sentence could help you transformed to become more effective teachers for the ELLs. Ch.1 Ch.2 Ch.4 Ch.7 2. You have developed your minilessons and units based on the Echavarria, Vogt and Short's SIOP book, and the 99 SIOP strategies book throughout the semester. I would like you to choose at least 8 features from 30 features of the SIOP 8 components, and choose at least one coping strategies for each feature. When you write the hands-on strategies, please specify the level(s) of ELLs for the coping strategies with the rationale why each strategy may work. If the strategies are the

	proficiency. Feature 1 Oral Proficiency Activity: You may use SOLOM's rubrics to diagnose your ELLs and create the activity, explicitly for the ELLs you target. □ Feature 2 Oral Proficiency Activity: You may use SOLOM's rubrics to diagnose your ELLs and create the activity, explicitly for the ELLs you target.			ones you have used in the classes you are teaching, please share how your ELLs have achieved the academic content subject with the assessment evidence (e.g., quiz, test, writings, and etc.) 3. You are almost ready to complete your unit. I am attaching the unit plan rubrics below. Among three areas of reflection, I would like you to describe the first section, exploration. 3a. What have you explored about the ELLs' funds of knowledge? 3b. What specific meaningful resources have you prepared for the ELLs? 3c. What specific intentional assessment have you prepared? 3d. What intentional questions have you prepared? (Those who did not teach the unit need to complete this section.) Please describe any learning happened during this semester in terms of becoming more transformational teacher for linguistically and culturally diverse students you have and/or you will have. Be explicit!

Appendix E

Layers of Data Analysis

Data Source	Layers of Analysis
Interviews/Discussion Board Reflections/ Classroom Observations/Field Notes	1: Values Coding 2: Focused Coding
TESOL Methods Course Unit Plans	1: Descriptive Coding 2: Focused Coding

Gee's Theoretical Tools/Questions Asked of Data

Identities Building Tool (Gee, 2014 b, p. 116)	Figured World Tool (Gee, 2014b, p. 177)	The "Big D" Discourse Tool (Gee 2014b, p. 186)
1. What sort of identity is each participant building for herself? How are they using language to build these identities? 2. How does each participant's language treat other people's identities and what sorts of identities do they recognize for others in relationship to their identity? 3. How is each participant positioning others? What identities are they inviting others to take up?	1. What typical stories or figured worlds are the words and phrases used by each participant assuming and inviting listeners to assume? 2. What participants, activities, ways of interacting, forms of language, people, objects, environments, and institutions, as well as values, are in these figured worlds?	1. How is each participant using language, as well as ways of acting, interacting, believing, valuing, dressing, and using various objects, tools, and technologies in certain sorts of environments to enact an identity as a teacher? And the "sub" Discourse of a LCRT? 2. What Discourse is this language part of, what kind of identity is the participant seeking to enact or get recognized? 3. What sorts of actions, interactions, values, beliefs, and objects, tools, technologies, and environments are associated with this sort of language within a LCRT Discourse?