



Yazan, B., & Lindahl, K. (Eds.). (2020). *Language Teacher Identity in TESOL, Teacher Education and Practice as Identity Work*. Routledge Research in Language Education, (138 pp.), ISBN 978-0-367-35956-0 9hbk); ISBN 978-0-429-34287-5 (ebk).

Although identity is something that every language teacher has, language teacher identity (LTI) has been established and researched as a concept recently, in the past two decades. Language teacher identity has a critical role in language teachers' professional and personal lives as it portrays how they position themselves and how others (i.e., colleagues, students, and other professionals) perceive them within the field and the work they do. Thus, LTI has the potential to drive the language teachers' transformation into the teaching professional they want to become. *Language Teacher Identity in TESOL, Teacher Education and Practice as Identity Work*, edited by Bedrettin Yazan, Associate Professor of Educational Linguistics at the University of Texas at San Antonio, and Kristen Lindahl, Associate Professor of TESOL/Applied Linguistics at the University of Texas at San Antonio, USA, is a much-needed book that showcases ways of using language teacher identity to inform language teacher education practices.

Summary

As an edited volume, *Language Teacher Identity in TESOL* reconceptualizes not only language teacher education but also teaching and ongoing teacher learning as a “context-bound process of identity work” by addressing ways in which teacher identity can be used as “a framework for classroom practice, professional, and personal growth” (Yazan & Lindahl, 2020, para. 1). Additionally, the book responds to several recent calls for the need to address how LTI research base informs language teacher education practices (Olsen, 2008).

The volume starts with an overview of the field and the book by Bedrettin Yazan and Kristen Lindahl. Driven by the complex and context-dependent nature of LTI, the fifteen book chapters are organized into five parts and four objectives: showcasing ways in which preservice educators utilize their language teacher identities during the process of learning to teach across various global educational contexts; conceptualizing teacher identity as the element that has the potential to combine knowledge, skills, beliefs, values, and practices into a unifying whole; examining the interplay between language teacher's identities and common discourses within educational contexts; and foregrounding research related to pedagogical practices that is grounded in teacher identities among educators at various educational levels. The content of the chapters aligns with the most recent sociocultural orientation in second language teacher education while emphasizing the role LTI plays in teachers' reiterative (re)construction of their knowledge base and competencies (Morgan & Clarke, 2011).

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The editors have synthesized ten arguments from previous LTI research and used them as the backbone of the book, leading to five parts: narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. Unlike Barkhuizen's (2017) edited volume, *Reflections on Language Teacher Identity Research*, that is not organized into sections, the five sections in Yazan & Lindahl's book simultaneously correspond to the latest trends and burning issues in LTI research and provide a transparent way to access the book content. Moreover, each of the sections contains three chapters and an afterword written by Manka Varghese and Hayiriye Kayi-Aydar.

Part 1 of the volume focuses on practices of teacher identity work in narratives and writing. In chapter 1, ("Repurposing Identity Reconstruction as Transformative Pedagogy: Multilingual Teachers in the US First-Year Composition Context"), Cristina Sánchez-Martín portrays how three multilingual teachers of writing in a US first-year composition context negotiate identities in transnational spaces, a practice that leads to the writing classroom turning into a contact zone for constructing identities across time and space. In chapter 2, ("Writing Narratives, Shifting Identities: Developing Language Teacher Identity and Practices in Working With Students With Limited/Interrupted Formal Education"), through sharing the autobiographies of two English language teachers in the context of newcomer refugee and immigrant students, Jennifer A. Morrison, Laura McBride, and Alexis González showcase how reflection and writing can be a form of professional development. In chapter 3, ("At the Dinner Table: Preservice Teachers' Identity Negotiations and Resources"), Laura M. Kennedy depicts a dinner setting as a space for preservice English as a foreign language teacher in a South Korean intensive teacher preparation program to examine how they negotiate their teacher identity.

Part 2 examines various LTI practices in multimodal spaces. In chapter 4, ("Understanding Language Teacher Identity: Digital Discursive Spaces in English Teacher Education and Development"), John I. Lontas addresses how digital storytelling led doctoral students to engage in construction and negotiation of their evolving identities. In chapter 5, ("Multimodal Identity Construction of Technology-Using Language Teachers via Stance Taking in an Online Learning Space"), Ai-Chu Elisha Ding and Faridah Pawan describe how through creating video cases of their own teaching, language teachers utilized an online medium to examine and reflect on who they were as teachers. In chapter 6, ("Unpacking Professional Identity: The Use of Multimodal Identity Texts and Duoethnographies in Language Teacher Education"), by having teachers create identity texts and auto or duoethnographies while engaging in reflections and peer responses, Marlon Valencia, Sreemali Herath, and Antoinette Gagné portray the process and products that enable teacher learners and teacher educators to unpack their professional identities.

Part 3 explores the relation of teacher identity to race, ethnicity, and language. In chapter 7, ("Reading, Writing, and Race: Sharing the Narratives of Black TESOL Professionals"), Ayanna C. Cooper and Kisha C. Bryan describe the intersectionality and teaching experiences of English as a Second Language professionals who identify as Black or African American. By using examples from a collaborative case study, James L. Schissel and Crissa Stephens aim to develop critical consciousness and explore intersectionality in chapter 8, ("Anti-Oppressive Pedagogy in Language Teacher Education: A Collaborative Case Study of Identity Texts"). In chapter 9, ("Reality Check: Identity Struggle and Experiences of NESTs Living and Teaching Abroad"), Alex Ho-Cheong Leung and Timothy Yip address the NEST/Non-NEST Dichotomy and examine the NESTs' experience inside and outside the classroom while teaching and living abroad.

Part 4 connects teacher identity to teacher emotions. In chapter 10, (“Teacher Emotion as Pedagogy: The Role of Emotions in Negotiating Pedagogy and Teacher Identity”), Juyoung Song demonstrates a teacher’s use of emotional scaffolding to generate emotional responses in her students to enhance their second language learning. In chapter 11, (“Identity, Noticing, and Emotion Among Preservice English Language Teachers”), Daniel O. Jackson and Tomoya Shirakawa use language teacher noticing among non-native speaking preservice teachers in Japan as a key component in LTI development. In chapter 12, (“Our Job, Too: International Full-time Non-Tenure-Track Faculty, English Language Teacher Education, and Emotionally Distressed Students in South Korea”), Michael Jordi Mumford and Ksan Rubadeau give insights into how participation in a Faculty Learning Community resulted in the emergence of dualistic identities and hybrid roles to better assist emotionally distressed students.

Part 5 showcases how LTI is integrated into higher education teacher education contexts across the globe. In chapter 13, (“Intercepting and Fluid Identities: From Reflective Teacher Educators to Reflective Teachers”), Georgios Neokleous and Anna Krulatz depict how two teacher educators in Norway used a Reflective Teaching Model in a co-taught teacher education course. In chapter 14, (“Strength-Based Mentoring for Preservice ESL Teacher Professional Identity Development: A Self-Study of Teacher Education Practices”), Ye He and Doris Kroiss explore how strength-based mentoring supported ESL preservice teachers’ professional identity development. In chapter 15, (“The Autoethnography of an [Re-]-Emerging Researcher Identity and Its Impact on EAP Teaching Pedagogy”), Simon Mumford and Kenan Dikilitas portray the interplay between researcher identity and teacher identity as the researcher and an English for Academic Purposes teacher, doctoral student, and language proofreader co-engaged in academic mentoring activities.

Evaluation

There are several strengths of *Language Teacher Identity in TESOL*. The book’s main contribution is that it advances the LTI field by proposing ways in which it can be used as a pedagogical tool in language teacher education programs and beyond. Previously, Olsen (2008) has emphasized the need to recognize LTI as a pedagogical tool “to make visible various holistic, situated framings of teacher development in practice” (p.5). In many ways, this volume complements Barkhuizen’s (2017) edited volume that includes reflections on language teacher identity research. Similar edited volumes focus primarily on theory and research related to language teacher identity (Barkhuizen, 2017; Cheung et al, 2015; Kaui-Aydar et al., 2019) and pay either minimal or no attention to using LTI as a pedagogical tool. This edited volume successfully bridges the gap between research and practice by providing empirically driven pedagogical tools that center language teacher education programs around language teacher identity. While some practitioners may find the empirical grounding of the chapters too theoretical or research-focused, such a combination of research-driven pedagogical tools is exactly what helps advance the field and answer numerous calls to bridge the gap between research and practice.

Additionally, the book abounds with an array of theoretical frameworks and research methodologies that the contributors have used in their respective studies. Specifically, those innovative ways of both researching and interpreting LTI have provided affordances to multiple audiences (e.g., pre-service teachers, in-service teachers, and language teacher educators) about how to integrate language teacher identity in their instructional practices. As a result, one can claim that this edited volume reimagines language teacher identity research, as De Costa (2017) has predicted, to be present in applied linguistics, TESOL, and education programs. The multiple pedagogical examples enable the reader to learn from similarities across educational contexts and use the differences across those

contexts to challenge their current understanding of aspects related to LTI and how those can be foregrounded in educators' language pedagogy.

Finally, the diversity of the book contributors is impressive. First, the 15 chapters are written by educators in various educational roles. For example, the contributors are assistant or associate professors, doctoral and graduate students, consultants, as well as lecturers and even teachers in K-12 contexts. Integrating the voices of educators from across the P-16 educational levels provides an extremely rich insight about how language teacher identity can be "an explicit focus in language teacher education" (p.3). Second, the contributors come from geographically diverse locations. Thus, there are 28 international contributors who have centered their experiences with language teacher identity in various TESOL contexts, i.e., Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. Not only are their contributions unique from an empirical perspective, but they are also creative in terms of their pedagogical applications.

As the book is an edited volume with multiple contributors from around the world, the editors provide an overview of both the LTI field and the volume itself. However, there is no concluding chapter written by the editors that may have provided additional possible future suggestions for research and language teacher education practices. Although Varghese and Kayi-Aydar's afterword is an excellent way to conclude the book, a final chapter from the editors may have provided additional insights into what they deem necessary to further advance the field of language teacher identity as nexus in language teacher education.

Conclusion

Language Teacher Identity in TESOL has great potential for language teacher education and teacher education in general to bridge the gap between research on LTI and pedagogical practices and thus center language teacher identity as the focus in language teacher education programs and other teacher preparation programs. Compared with similar books on the topic of language teacher identity, *Language Teacher Identity in TESOL* is a thought-provoking volume that equips pre- and in-service teachers with ways in which they can incorporate their language teacher identity into their practices, as well as exemplify ways in which language teacher educators and doctoral/graduate students may not only engage in research but integrate LTI as a pedagogical tool in their programs. This up-to-date edited volume has informed my own subsequent research and pedagogical work as a language teacher educator and inspired me to continue to advocate for the importance of using language teacher identity across various language education and language teacher education programs.

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