

Language as an Identification Resource in Secondary English Teacher Preparation:

An Analysis of Discourses

By

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CHAPTER I

INTRODUCTION

I feel like I have to begin with my own wonderings about the significance, or potential significance, of a study dedicated to a construct like identity. In public P-12 schools and teacher education, and in my own experiences in each, I see many issues and problems that demand attention and inquiry. From the challenges facing diverse learners and teachers in urban schools (Athanases, Wahleither, & Bennett, 2012; Milner, 2010), to the preparation of excellent teachers for all children (Howard & Milner, 2013), to policy debates whose outcomes have potentially monumental impact on how children experience learning in school in the U.S. (Applebee, 2013). I have interest in each of these areas and more. What I find most interesting, though, at this time, is the process an individual experiences when she or he decides, “I want to become a teacher.” I believe at the heart of any statement that begins with the stem “I want to become” are issues of identification, and teacher identities are relevant when considering any of the important areas of concern listed above.

While their findings are over a decade old, Connelly and Clandinin’s (1999) acknowledgement that teachers were as concerned about their identities within the profession as they were about the knowledge the researchers sought to understand is still relevant today. Connelly and Clandinin found teachers to be interested in exploring questions such as “ ‘Who am I in my story of teaching?’; ‘Who am I in my place in the school?’; ‘Who am I in children’s stories?’” (p. 3). Issues of identity are important to teachers; as such, they should be important to teacher education and teacher education research. This study is my attempt to understand and contribute to the body of knowledge we as teacher educators use to help students become teachers.

I agree with teacher education researchers Hammerness, Darling-Hammond, Bransford, Berliner, Cochran-Smith, McDonald, and Zeichner (2005) who argued the identity aspect of teacher preparation is “critically important, as the identities teachers develop shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role” despite the fact that it is “not always explicitly considered” (p. 384). Further, Beauchamp

and Thomas (2009) pointed out that “. . .student teachers must undergo a shift in identity as they move through the programs of teacher education and assume positions as teachers in today’s challenging school contexts” (p. 175). How teacher candidates’ come to identify themselves in relation to students, schools, and challenges such as educating a diverse student population, inequity in schools, and standardization to name a very few, may have real impact on P-12 students’ opportunities to learn in classrooms.

One of the ways teacher candidates’ identifications and conceptualizations of English teacher can be observed is through their talk about their work. One of the guiding assumptions of this research, to be addressed in the theoretical framework section, is that the discursive contexts in which teacher preparation occurs may create and limit opportunities that teacher candidates (TCs) have to identify themselves in specific ways. As a beginning teacher educator (TE) and teacher education researcher and former high school English teacher, I am particularly interested in in-class interactions among TEs and TCs. Teacher education research has shown that teacher candidates do learn what they are taught in teacher preparation (Wideen, Mayer-Smith, & Moon, 1998). However, I am interested in the coming together of discourses in teacher education situations; I am interested in understanding how the ways participants in such encounters shape and reshape the discourses that are the stuff from which teachers are made. There is not a 1:1 correspondence between what is offered and what identifications are produced; teacher candidates bring years of their own experiences, beliefs, and biases to the learning-to-teach process (cf. Feiman-Nemser, 2001). More likely the discourses are negotiated, translated, and hybridized to create new identification opportunities unforeseen by teacher educators or candidates prior to the in-person interactions. By developing a nuanced understanding of possible influences and practices that shape and support different identifications that teacher candidates may occupy, teacher educators might continue to refine the programs and practices in which teachers’ identifications develop.

The primary goal of the research was to understand how secondary English education methods courses offered particular identification resources (defined in the following) to teacher candidates and deny or disallow others. Two research questions guided this work:

(1) What identity constructions of English teacher are available in the discourses of secondary English teacher preparation? And

(2) How are the discourses and available identifications transformed through language use in course meetings?

In my previous analysis of discourses in teacher education literature I examined how particular teacher education research paradigms and methods created and perpetuated particular discourses around what it means to teach and to become a teacher. The purpose of that research was to explore secondary English education methods courses to understand how the situated activity in teacher education coursework makes particular education discourses relevant and available for consumption by teacher candidates. In short, my earlier analysis of literature led me to conjecture that available discourses in teacher education had consequences for how English teachers came to identify themselves as a “certain kind of English teacher¹,” the research reported here was an attempt to further that conjecture in actual sites of teacher education.

This research not only addressed identifications and dispositions of English teacher candidates, but also “explicitly considers” how and under what circumstances one English teacher preparation program positions candidates in ways that allow certain identifications and make others unavailable. By this I do not imply identifications are complete(d) during or as a consequence of teacher preparation. Essential in my understanding of identities is that they are not fixed characteristics of individuals nor are they defined as qualities or characteristics that one either possesses or not. Rather, identities are performed and practiced in social interactions and situations, and they are done so in the presence of, in collaboration with, and/or in resistance to the various discourses and materials that shape and are shaped by social life (Bakhtin, 1981; Gee, 2012; Holland, Lachicotte, Skinner, & Cain, 1998). As such, one objective of this research is to use a particular analytic lens to think about the problem of teacher candidate identifications in one English teacher preparation program.

¹ By “certain kind of English teacher,” a phrase I use often in this document, I am referring to the notion that teachers, beginning and more experienced, make decisions about how they will teach, how they will view and interact with students, and how they will position themselves relative to theory, research, and the diverse discourses present in the teaching profession. My conjecture is that the resources made available to teacher candidates during preparation have an influence on the decisions individuals make about what kind of teacher they intend to be; my conjecture is that each of them intends to be a “certain kind of teacher,” and that the “kind of teacher” may be produced, performed, and constituted in the ways they (and those around them) use language and other semiotic tools (cf. Gee, 2001).

Statement of the Problem

A conjecture I make in this research is that the practices of teacher education programs and classrooms present teacher candidates with resources with which they might construct ways of being a teacher. This conjecture is based upon my previous review and analysis of teacher education research, in which I recognized various discourses produced and perpetuated by different teacher education research programs. The research problem I targeted here was to identify discourses in teacher preparation practice and understand how they work to make particular identifications available to teacher candidates in a particular program. The sites of my data collection, secondary English education methods courses, are common in university- and college-based teacher preparation in the U.S. that offer secondary English teacher certification programs at the undergraduate and graduate levels. The analytic framework I used may be useful in other teacher preparation contexts, because it applies principles and theories that explain how identifications are made in the world to teacher education program participants. Where preservice teachers are engaged in similar programs and courses of study, the framework I used may be applicable. The findings I present below may be transferable to similar contexts in teacher education programs with similar characteristics. In the following section, I briefly describe some of the key findings from my previous analysis of teacher education research and discuss how these findings led to the conceptualization of the problem I intend to study.

Discourses of Teaching in Teacher Education Research

The teacher education research described in this section is organized to illustrate two of the predominant discourses shaping what it means to teach and learn to teach. This literature is relevant to the current research as examples of the representations of teaching and learning to teach that have been constructed and perpetuated through scholarly work on teaching. I identified these discourses as having been constructed in the literature of the field; the goal of my proposed research is to recognize how and to what consequences they (or any number of other discourses) are constructed in actual teacher education practice.

I constructed the discourse categories discussed below to show distinctions among the discourses and the nature of the identification resources they offer candidates; however, while I have separated them for analysis and discussion, they are not mutually exclusive. That is, research and theory most characteristic of a particular category may also share characteristics with the other categories—they overlap and the boundaries among them are results of my conceptualization and attempts to understand and represent the state of the field of teacher education research over a period of time.

Below I present two examples of discourses that contribute to the design and purpose of teacher education at present. Each discourse is characterized by the subject positions made available to teachers and teacher candidates. These discourses are not necessarily present, nor am I hunting for them in my proposed work; I present them here simply as examples of well-formed discourses available in the field of teacher education.

Discourse 1: Teacher candidate as a product to be developed. Scholarship in this discourse category frames teacher development as an endeavor to create teacher-learning situations that lead directly to teachers who have mastered a specific set of skills and behaviors believed to be linked to increasing student learning and achievement. The teacher candidate was actively developed or produced via the efforts and innovations of researchers and teacher educators who decided a priori what teachers should know, do, and believe. The work of the teacher educators was to manipulate the processes and practices of teacher development such that it worked smoothly and as efficiently as possible in order to produce teachers who could consistently perform the desired behaviors. This discourse is characterized by its conception of teacher development in which there is a very active developer who aims to mold the teacher into one who thinks, behaves, and believes according to predetermined criteria for who and what a teacher is and should be.

Process-product research (Shulman, 1987) typifies the research associated with this Discourse. From the perspective of this type of teacher preparation research, the objective of teacher educators was to train teacher candidates to develop the attributes, behaviors, and skills believed to be associated with successful classroom teaching. Examples of process-product research programs are: micro-teaching (Allen, 1967; Allen & Fortune,

1967; Cooper & Stroud, 1967; Fortune, Cooper, & Allen, 1967), computer simulation (Strang, Badt, & Kaufman, 1987; Strang, Landrum, & Lych, 1989), and multicultural teacher education (Guillaume, Zuniga-Hill, and Yee, 1998; Mahan, 1982; Mahan & Stachowski, 1990). The attention of the researchers who conducted research on teacher training was on whether or not teacher candidates could perform specific teaching behaviors on par with a predetermined standard of proficiency. It appears that the assumption that “good teaching is good teaching”, independent of context, was driving this work.

Discourse 2: Teacher candidate as equitable practitioner. While the previous discourse seemed to focus on the work of teaching as independent of context, the equitable practitioner discourse assumes contexts to be vitally important to how teacher candidates learn to identify themselves and think about their work. Teacher education in this tradition focuses on the preparation of teachers for diverse contexts in which they are likely to work with students from diverse racial, ethnic, and linguistic backgrounds. This discourse positions teacher candidates as beginning teachers who must recognize, value, and incorporate their students’ diversity into their learning experiences in an attempt to offer equitable learning opportunities for all.

Researchers contributing to this discourse argue that teacher candidates should explicitly consider and reflect upon their own as well as their future students’ racial, ethnic, and linguistic identifications (e.g. Banks, 2006; Cochran-Smith, 1995; Irvine, 1990, 1992; Kincheloe, 2008; Ladson-Billings, 1999; Milner, 2003, 2006). Some of the research constituting this category shares discourse characteristics with the product development discourse in that it represents a search for definable means by which teacher candidates may be taught to identify themselves as teachers committed to the goals and values of multicultural education (e.g. Ball, 2000; Clark & Medina, 2000; Xu, 2000). However, the more prominent discourse to which teacher candidates are exposed is that of equity in education.

This discourse is a good example for me to illustrate the kinds of activity I will try to identify in my research. Teacher education in the equitable practitioner discourse creates and presents particular conceptual and practical resources to teacher candidates. Presented with the resources in the forms of field experiences, particular readings or writing assignments, and course discussions teacher candidates must make decisions

about whether or not to identify themselves with the values and goals such resources embody. In fact, prior to their presence in teacher education classrooms, teacher education leaders and course instructors must make curricular decisions about whether, how, and what to include in terms of equity education in a particular course or program of study. These are the decisions I am interested in understanding; I want to learn about how resources are made available to teacher candidates, and how those resources influence how teacher candidates come to identify themselves as English teachers.

Of course, discourses in teacher education are not standardized across programs throughout the U.S. It is well beyond the scope of this research to make claims about how discourses and identifications are negotiated among teacher education programs, teacher educators, and teacher candidates broadly.

However, through this research I am able to investigate one example of locally produced discourses, understand how and when talk prompts transformation of the discourses, and demonstrate that through talk discourses are being transformed and hybridized. The processes of recognizing and analyzing the offer and denial of identification resources (and possibly resources for particular kinds of identifications) that I discuss in the following chapters may be useful to teacher educators in various contexts as it may provide a lens and theoretical framework for reflecting upon and making decisions about how teacher preparation happens in particular places with particular people. A limitation of this research is that I did not observe teacher candidates engage in any actual teaching practice. Therefore, I am unable to make any claims or even predictions about how a participant's talk is or is not consistent with how they behave as educators.

I conceptualized the above discourses based on a review of teacher education literature. They inspired my interest in the proposed research because I am interested in understanding how they work in practice. A body of literature exists that examines identities in teacher education, but largely these studies focus on particular teacher candidates' identity development processes without consideration of how coursework and contexts influence and potentially shape the identification choices available to teacher candidates. These are the aspects of identity I wish to explore in my work. In Chapter Two I introduce two bodies of research on identity in which I situate my study.

Based on the findings I report in Chapter Four and Chapter Five, I was able to conclude that in this teacher education program the following Discourses were prominent and influenced the identification opportunities available to teacher candidates:

- New media Discourse
- Knowledgeable professional Discourse, and
- Community Discourse.

Identifications offered by the three Discourses included new media practitioner, decision-maker, and critical evaluation. I also found that while teacher educators made specific attempts to offer and instill particular identifications among their students, teacher candidates regularly modified or rejected the offered positions.

Among the implications of this research may be a recognition among teacher educators and teacher education programs that identity negotiations are inherent in the learning to teach process and that many of the “raw materials” for identity construction in teacher education are provided by the program itself.

CHAPTER II

LITERATURE REVIEW

Teacher identity is the core construct in the proposed research, so the extant body of work that has shaped the field's thinking about it is the literature to which I seek to make a contribution. In the following it is my goal to begin to describe the conceptual and methodological landscape of teacher identity research. As I have conceptualized my own research, I believe I can contribute to the field's understanding of teacher (candidate) identity with a research project that approaches the construct with different focal points, different goals, and a conceptual framework informed by fields outside of teacher education.

Relevant literature is reviewed in the following sections that address

- extant discourse approaches to researching teacher candidate identity,
- conceptions of identity in teacher education research,
- common identity research designs in teacher education research,
- general trends in teacher education research, and
- identity research from other fields of study that informed the purposes and design of the proposed research.

Included in the reviews are connections to my own research as well as considerations of perceived gaps that my research may address.

Review Method

I conceptualized the five categories listed above by reviewing literature from 1995-2014. I chose a fifteen-year time span because I believed I would be able to recognize trends and changes in how identity as a construct had been developed and studied in the context of teacher preparation. I searched Google Scholar and Eric databases for peer-reviewed journal articles and monographs using the following terms both individually and in various combinations: teacher identity; teacher candidate identity; discourse; and teacher education.

I found relatively little research that explicitly examined identity and discourse in teacher preparation, and I have included overviews of four key monographs that address these below. More typically I found that identities in teacher education were researched as outcomes of the process of learning to teach. Because I had decided that identity was the core construct in my research, I have included a discussion below of how teacher education researchers have conceptualized identity and how my own work might contribute to and extend their thinking. To further situate my work in the larger landscape of teacher education research, I reviewed policy and research recommendations from handbooks and peer-reviewed journal articles that made recommendations for future research and directions and goals for teacher education since 2000.

Discourse Approaches to Teacher Candidate Identity

Research grouped here are characterized by theoretical framing and approaches that take a discourses approach to conceptualizing and constructing inquiry on teachers' and teacher candidates' identities. Through attention to talk and writing in classroom and interview situations, researchers have approached identities as social constructions, that are negotiated, contested, and multiple (Cohen, 2010; Hall, Johnson, Juzwik, Wortham, Mosley, 2010). They each emphasize and confirm that through talk and writing teachers, students, and teacher candidates position themselves and others in activity that contributes to both identity development and researchers' abilities to understand identification processes (Cohen, 2010; Hall, Johnson, Juzwik, Wortham, Mosley, 2010; Haniford, 2010).

Among the research studies conducted that use a discourse theories framework to approach the study of teacher candidates' identities or the nature and processes of teacher education are four monographs that relate particularly closely to my ideas about my own work. They are: *Practice Makes Practice* (Britzman, 2003); *Teacher Identity Discourses* (Alsup, 2006); *Teaching Selves* (Danielewicz, 2001); and *Disturbing Practice* (Segall, 2002). Below I briefly describe each.

Britzman's (2003) work is, in her words, "an ethnographic study of the contradictory realities of learning to teach in secondary education and how these realities fashion the subjectivities of student teachers" (p. 32). Through her observations and interview with student teachers during their student teaching internships,

Britzman addresses two main research questions: “What is it like to learn to teach? And what does it mean to those involved” (p. 33)? She takes a discourse theories approach to her work through a theoretical lens heavily informed by the work of Foucault and Bakhtin. She is particularly interested in the ways discourses position participants in the teacher education program, how they support or deny particular power structures, and privilege particular ways of knowing and being over others (cf. Hall, et al., 2010; Haniford, 2010).

In her work, Alsup (2006) analyzed English teacher candidates’ written narratives, teaching metaphors, and philosophy statements composed during English education methods courses. She conducted narrative analysis (cf. Clandinin & Connelly, 2000) on 354 documents to answer three main research questions: “What kinds of identities might be available to teachers? What kinds of knowledge, imagination, and ways of being would be desirable . . . What kinds of discourse can be facilitated during preservice teacher education to help new teachers most effectively use their knowledge and develop a professional identity?” (p. 45). Through this work Alsup explores multiple tensions involved in learning and the influences these tensions have on how participants perceive themselves to be becoming teachers. Other researchers have used narrative inquiry to explore teacher candidates’ identifications as they are negotiated and revealed through writing and story-telling with less emphasis on identifications as being constructed through talk and more interest in analyzing narratives as artifacts of identifications that exist among participants with the potential to reveal identities (Murphy, Pinnegar, and Pinnegar, 2011; Richmond, Juzwik, and Steele, 2011; Stenberg, 2011)

Danielewicz’s (2001) work is focused on her exploration of how her pedagogy as a teacher educator can shape and encourage her English teacher candidates to develop a teacher identity. Two research questions are central to her work: How does “becoming” happen and how can it be encouraged” (p. 3)? She bases her work on assumptions that in order to be a “good teacher” (a term for which she says she has no “specific practices or qualities in mind” (p. 3), one must identify him- or herself as a teacher and not simply act like a teacher. This research represents Danielewicz’s attempts to craft her own pedagogy in specific ways to encourage her teacher candidates to begin to identify themselves as teachers. This study, too, is heavily informed by discourse theories that assume that discourses shape identity formation and provide resources with which both individuals and

groups develop identities. Additional studies have specifically sought out the factors that contribute to or limit identification opportunities for candidates within teacher preparation programs, but not necessarily from a discourses perspective (Pardo, 2013; Lerseth, 2013).

Finally, Segall (2002) conducted a year-long ethnographic of learning to teach at Western Canada University. His work focuses on how the “structures, discourses, and practices of preservice teacher education operate to ‘invite’ prospective teachers to learn some things rather than others” (p. 3). While his focus on teacher learning, or opportunities to learn, are slightly different from my own, his motivation to conduct the study is similar to mine. He argued, “there is relative little that critically describes or assesses teacher education programs or provides a critical examination of the teaching/learning interactions that take place in them. . . .more knowledge is necessary about what actually occurs in teacher education programs. . .” (p. 6). Part of the goal of the proposed research is to understand teacher education programs from the “inside” where individual people interact with policy, history, and other people to negotiate and plan the experiences available to teacher candidates.

These four studies are similar to my conceptualization of my research in that they have focused on how identification opportunities are constructed and made available to teacher candidates (rather than how identities are outcomes of a particular experience). My conception of the identities is similar to the above research in the following ways:

- Identities are conceptualized as multiple, shifting, socially negotiated, and enacted;
- Tensions and conflicts are inherent and integral to the identification process;
- Coming to identify one’s self as a teacher is an important part of the teacher education process and experience;
- A teacher candidate’s identifications are shaped, encouraged, or discouraged by the practices, institutions and histories of each; and
- There is a need to understand teacher education’s influences on teacher candidates’ opportunities to enact and develop particular identities.

Identity has been conceptualized and defined in many additional ways in teacher education research, and some are quite different from my own. In the next sections I describe some of the work that has been done in this area.

Conceptions of Identity in Teacher Education Research

Typically in teacher education research literature, teachers' identities are conceptualized as one or more of some version of the following constructs: beliefs, dispositions, a particular attitude or response toward diverse learners and communities, or ideas about what is or is not necessary or characteristic of a particular content area. In the following, I give brief examples of each and discuss how the researchers have conceptualized teacher (candidates') identities.

Early conception of identities in teaching and teacher education was through the lens of beliefs Frank Pajares (1992) argued that beliefs were an important, but ill-formed construct that warranted further study to understand how teachers came to hold certain beliefs or belief systems and not others. Ye and Levin (2007) examined the sources for and belief of student teachers, cooperating teachers, and teacher educators during student teaching, and Bonner and Chen (2009) developed and studied the use of a survey instrument to measure teacher candidates' beliefs about assessment practices. These two studies are examples of common elements found in "belief" research: they often occur during student teaching and are commonly assessed through some type of standardized instrument (e.g. Pohan & Aguilar, 2001). One study used narrative analysis of teacher candidates' participation in a course where talk and writing were encouraged as means to self-examine beliefs about conflicts and the realities of beginning to teach (Gaudelli & Ousley, 2009).

Teacher candidates' identifications in terms of their disposition have also been approached through specific instruments used to try to measure teacher candidates' dispositions (L'Allier, Elish-Piper, & Young, 2007; Melin & Walker, 2009). L'Allier, et al. (2007) developed a rubric to evaluate the dispositions of their advanced reading certificate candidates, and Melin and Walker (2009) studied the use of a web-based software system used to develop a model for assessing teacher candidate dispositions.

Several studies have explicitly examined teacher candidates' attitudes toward working with students from diverse racial and linguistic backgrounds and in diverse, urban communities. Milner (2005, 2006)

examined teacher candidates' developing attitudes about themselves and their future students as racial beings as part of their coursework on urban education. While Milner's work focused on development of particular attitudes, others' research focused more on assessing dispositions. Miller (2009) used survey research to try to understand programmatic influences on teacher candidates' dispositions toward diversity. While superficially the emphasis on programmatic influences may seem similar to my proposed research, a key difference is that Miller's survey was designed to guide participants to pinpoint what they believed to be effective and ineffective programmatic features in terms of how much they influenced or changed their thinking about diversity. Finally, Villegas (2007) argued that attention to and assessment of teacher candidates' dispositions toward social justice ought to be key components of teacher preparation and presents examples of how several programs are assessing them. With similar methods and frameworks, Goodnough and Mulcahy (2011) studied the influence that field placements had on teacher candidates' attitudes toward working with students in rural schools.

Finally, researchers in the content areas have investigated teacher candidates' conceptions of particular subject matter. Grossman (1990) studied the beliefs several beginning teachers had about what English as a subject to be studied ought to consist of and how it should be taught. Daisey (2009) and Parr and Campbell (2011) conducted research teacher candidates to determine how their own reading experiences influenced their current beliefs about reading and reading instruction in secondary English/language arts classes.

A variety of research methods, conceptual frameworks, and measures have been used to both develop and assess particular identifications (in the forms of beliefs, attitudes, and dispositions) of teacher candidates. Conceptual differences in the ways that identity has been treated in previous research and my own are the following:

- Identity was treated as a characteristic that teacher candidates either displayed or did not;
- Identifications were approached as outcomes of specific interventions or experiences;
- Uses of static instruments such as surveys attempted to capture or create evidence of a specific identification at a particular moment in time; and
- Research focused on individuals who had or did not have a particular identification.

Differences I see in my own work compared to much of the extant literature, thus a way to address a perceived gap in the literature, is that my research focuses on the teacher education program rather than solely on the participants to think about the opportunities offered to teacher candidates to think of themselves in certain ways. I also conceptualize identifications as multiple and shifting in response to opportunities or conflicts rather than as fixed or outcomes produced by specific interventions. I think this can add a dimension to teacher candidate identity research that may be valuable and inform the ways teacher educators think about their work.

Prevalent Designs for Identity in Teacher Education Research

In terms of research designs, teacher candidates' identity or identity development has often been focused predominantly in one or more of the following ways:

- qualitative studies of the influences of a specific pedagogical or experiential intervention (Joseph & Heading, 2010; Lerseth, 2013; Lopes & Pereira, 2012; Pardo, 2013) such as reading multicultural narratives (e.g. Clark & Medina, 2000), reflective practice (Sutherland, Howard, & Markauskaite, 2010), producing an autobiographical product (e.g. Xu, 2000), or participating in a field experience, often in a “diverse” setting (e.g. Aguilar & Pohan, 1998; Goodnough & Mulcahy, 2011; Hollins & Guzman, 2005); and teacher candidates engaging in action research (Trent, 2010);
- interview-based studies of teacher candidates' experiences in transition from university to field-based experiences during student teaching (Beachamp & Thomas, 2011; Britzman, 2003; Pillen, Beijaard, & Brok, 2013; Smagorinsky, Cook, Moore, Jackson, & Fry, 2004; Thomas & Beachamp, 2011; Timustusuk & Ugaste, 2010) or in the induction phase of beginning teaching (e.g. Calderhead, 1988; Izadinia, 2013; Noordhoff, 2012);
- quantitative use of standardized assessments of specific characteristics such as beliefs/attitudes/dispositions about “diverse” students or communities (e.g. Melin & Walker, 2009; Pohan & Aguilar, 2001), content areas (Barlow & Reddish, 2006), or teaching (Hamman, Gosselin, Romano, & Bunuan, 2010); and

- narrative research analyses of stories told by teachers or teacher candidates as artifacts of identity or identity development over time (Alsup, 2006; Anspal, Eisenschmidt, Löfström, 2012; Danielewicz, 2001; Connelly & Clandinin, 1999; Gomez, 1996; Gomez, Walker, & Page, 2000; Murphy, Pinnegar, & Pinnegar, 2011; Richmond, Juzwik, & Steel, 2011; Stenberg, 2011).

The proposed research may contribute methodologically to these programs through its emphasis on context and its attention to the situated social activity in teacher education coursework as it offers or denies specific identification resources. Moreover, the use of discourse analysis may build on discursive work already done on teacher identity (Alsup, 2006; Britzman, 2003; Danielewicz, 2001; Segall, 2002) by including attention to how discursive resources are influenced by teacher educators from outside the teacher education classroom.

Additional Relevant Teacher Education Research

Among the most prominent calls for and extant programs of teacher education research are attempts to:

- identify the “outcomes” of teacher preparation, either in terms of its impact on teacher learning and practices or to link teacher candidate learning/teacher education programs to pupil learning—usually defined in terms of achievement levels on standardized tests--once candidates become practicing teachers (Zeichner, 2006);
- understand the influences (in terms of outcomes) of specific pedagogical practices or experiences on the knowledge, skills, and/or dispositions of prospective teachers (Grossman, 2005) particularly in attempts to prepare teachers for diversity (Hollins & Guzman, 2005), develop “cultural competence” (Irvine, 2003) or critical consciousness (Ladson-Billings, 2001);
- identify teacher candidates’ epistemological foundations, their knowledge, how they learn, and what types of knowledge and skills are most necessary for teachers to have (Grossman, 1990), including cultural practice and knowledge (Banks, 2001; Gay, 2000; Irvine, 2003; Milner, 2003);
- examine the disconnect between teacher preparation, specifically in university settings, and what teachers are actually doing in their practice (Smagorinsky, et al, 2004; Zeichner & Gore, 1989).

What these calls for and programs of research have in common is attention to interventions of some kind and their consequential outcomes. Each of these types of work is important and has the potential to significantly push the field of teacher education and English teacher education forward practically and empirically and to improve learning opportunities for teacher candidates. But, in many cases they leave much left un-done theoretically with respect to how and why teachers (learn to) identify themselves in particular ways. Teacher preparation is social activity, and research conducted specifically to understand whether or not pre-determined outcomes are achieved may be complemented by empirical work conducted with a theoretical framework and methodology that focuses the researcher's attention on the social processes and activities among individuals that create or deny opportunities for specific outcomes.

The research that aims at understanding outcomes in teacher education suggests that there is a desired "way to be" a teacher or a desired "kind of teacher" that teacher educators and programs want their graduates to be "recognized" as. However, in the history of teacher education scholarship and research, multiple discourses have been produced that define teacher education as work to produce a certain "kind of teacher" (Tenore, 2009). What has not been as exhaustively researched and thus is less understood is how the programmatic and classroom practices of teacher education make available and/or deny certain "ways of being" a teacher, and related, how and why individual teacher candidates respond to such positioning.

Research has addressed, in some cases extensively, that a particular practice or set of experiences may have an influence on what teacher candidates know, can do, or how they identify/envision themselves as teachers. What is known less about is how, under what conditions, in response to what social practices, through what material and conceptual tool use teacher candidates are offered or denied particular identifications and how they come to accept or claim certain identifications and resist or reject others (for an exception, see for example, Ball, 2000). Teacher education has well-articulated theories about the "kind(s)" of teachers it hopes to produce for P-12 schools (historically ranging from "technician" (e.g Travers, 1973), reflective practitioner (Zeichner & Liston, 1996), teacher researchers (Cochran-Smith & Lytle, 2009), activists for social justice (Nieto, 1999) and so on; it also has a substantial body of scholarly work that suggests appropriate and effective

means by which to produce such teachers; and it has, to an extent, some theoretical understanding of how teachers learn (cf. Darling-Hammond & Bransford, 2005; Feiman-Nemser, 2001). But what is less developed is a theoretical understanding, grounded in the classroom practices of teacher education, of how teacher candidates, among many existing discourses and cultural models of ways to be “recognized” as a teacher, come to identify themselves and be recognized by others as certain kinds of teachers (cf. Gee, 2012).² The following sections outline research and theory pertinent to identity development conducted in fields other than, but with relevance and value for, education.

Social Practices Approaches to Identity

What is almost absent from the general calls for research and paradigms that have guided thinking about teacher identity in teacher education research are connections to identity research and theory from other fields in which the construct is fairly well developed. Research in literacy, cultural studies, and discourse studies for example has called attention to two questions that I see as particularly relevant to teacher development:

- How do identities get constructed “in the world?” That is, what are the practices (situated and cultural), processes, materials, institutions, ideologies, and personal interactions that contribute to shaping whom individuals become as they endeavor to be counted as a member of a particular community?
- How do identities get constructed (more) locally? That is, in the course of particular interaction with particular individuals and groups in particular institutional, programmatic, and classroom spaces, how do prospective teachers negotiate, navigate, appropriate, acquiesce to or resist coming to identify themselves in particular ways as particular kinds of teachers?

In the following sections I outline the conceptual framework for my study. The bulleted list below identifies the core concepts that are most central to my research design and analytical methods. Each is more fully explained in the pages that follow. Central concepts in the framework that guided this study were:

²I do not mean to imply that the kind of teacher a person is or becomes is at all fixed or static. I assume that a persons’ conception of teaching and of her- or himself as a teacher changes with time and experiences in the classroom. However, as evidenced by the near universal “Philosophy of Teaching” statement completed by teacher candidates, teacher educators aim for and expect that candidates adopt some kind of stance, some commitments, some *identifications* as they develop and transition from student to teacher.

- identities are socially negotiated and develop in response to perceived internal or external conflict (Bakhtin, 1981; Fairclough, 2001; Gee, 2005; Hall, Johnson, Juzwik, Wortham, Mosley, 2010; Haniford, 2010); Holland & Leander, 2004);
- individuals may draw upon a variety of social, cultural, textual, and discursive resources to construct or author their identities (Bakhtin, 1981; Holland, Lachicotte, Skinner, & Cain, 1998);
- contexts matter as resources of identification; they may be combined or overlap (Bakhtin, 1981; Leander, 2004);
- Discourses allow and deny particular identifications among “members” of the Discourse (Britzman, 2003; Gee, 2005);
- Individuals “position” selves and others in relation to people, institutions, texts, or existing identities (such as “good teacher” or “hero”) and this has consequences in terms of social status or power (Davies & Harre, 1990; Hall, Johnson, Juzwik, Wortham, Mosley, 2010; Haniford, 2010; McVee, Brock, & Glazier, 2011).

Each of these core tenets is explained and situated in the literature in more depth in the following pages.

Authoritative and Internally Persuasive Discourses

Bakhtin (1981) conceptualized individual’s identities as an “ideological becoming” (p. 342) that resulted from a person’s negotiation and struggle between authoritative and internally persuasive discourses.

Authoritative discourse is, according to Bakhtin (1981), monologic, and we are not permitted to talk back to or to engage in dialogue with it. It is not ours, it is simply ours to obey whether or not it has the power to persuade our thinking (Wertsch, 1991). Bakhtin (1981) wrote that authoritative discourse “demands our unconditional allegiance,” and it allows “no play with its borders, no gradual and flexible transitions, no spontaneously creative stylizing variants on it” (p. 342). Examples Bakhtin (1981) gave to illustrate the authoritative discourse were religious, political, and moral texts as well as “the word of the father, of adults, of teachers, etc.” (p. 342). Discourses of this type come to us and are either wholly accepted or rejected—there is no half-way with authoritative discourse. Commonly, authoritative discourses come to us as voices from the past, specifically a

“past that is felt to be hierarchically higher”, and “its authority was already acknowledged in the past. It is a prior discourse” (Bakhtin, 1981, p. 342).

Authoritative discourses impart knowledge and demand performance of their desired behaviors. For teachers and teacher candidates authoritative discourses offer opportunities to identify with the discourse or not. It is not an identity buffet. The identity offered by teacher education programs heavy in authoritative discourse may produce teachers who expect themselves to know, to hold, and to carry the knowledge and behaviors of their training into practice without reflective or critical thought. To teacher candidates it offers the identification “trainee,” and to teachers, “technician.” For Bakhtin (1981), an individuals’ identity development involves the negotiation of authoritative discourses with internally persuasive discourses.

Bakhtin’s (1981) conception of internally persuasive discourse, which is dialogic, is a discourse that is “half ours and half someone else’s”. Internally persuasive discourse allows for interplay between the words of teacher educators and the words of teachers candidates to inform each other. Bakhtin (1981) wrote that the creativity and productiveness of internally persuasive discourse

consist[s] precisely in the fact that such a word awakens new and independent words, that it organizes masses of our words from within, and does not remain in an isolated and static condition. It is not so much interpreted by us as it is further, that is freely, developed, applied to new material, new conditions, it enters into interanimating relationships with new contexts. (pp. 345-346)

Finally, discourse that is internally persuasive is either contemporary or newly reclaimed in the contemporary moment and it “relates to its descendents as well as to its contemporaries as if both were contemporaries” (Bakhtin, 1981, p. 346, emphasis in original). I imagine the internally persuasive discourse to be the voice of the teacher candidate that teacher educators allow to engage in dialogue with established educational knowledge and theory.

For Bakhtin (1981) the evolution of consciousness (identity) is a matter of individuals coming to recognize and understand that and how one’s own discourse and another’s are distinguished from each other. Herein lies the negotiation and struggle individuals engage in through the process of becoming “independent”

and “discriminating” (p. 345) individuals. He explained, “Our ideological development is just such an intense struggle within us for hegemony among various available verbal and ideological points of view, approaches, directions and values” (p. 346). The “available. . . points of view” are of particular interest to me in the proposed research as I intend to try to understand how they are made available or not for teacher candidates’ negotiation and struggle to form identifications as teachers.

Self-Authoring

Holland, et al. (1998) built on the work of Bakhtin (1981) to conceptualize identity as a practice of social activity; they understand the construct as “identity in practice” (p. 271). They summarize their work with identity in practice as being located across three main contexts of activity: figure worlds, positionality, and the space of authoring.

According to Holland, et al. (1998) figured worlds are “frames of meaning in which interpretations of human actions are negotiated” (p. 271). The figures who animate and define particular worlds “carry disposition, social identification, and even personification” (p. 271). Holland, et al. argue that as individuals act in the world through language, gesture, or thought (among many others), they place themselves in “degrees of relation to—affiliation with, opposition to, and distance from—identifiable others” (p. 271). As people relate themselves to various figured worlds, positionality is also a factor. Holland, et al. stated, “social position has to do with entitlement to social and material resources and so to the higher deference, respect, and legitimacy accorded to those genders, races, ethnic groups, castes, and sexualities privileged by society” (p. 271). Thus, one’s position in relation to a particular figured world has consequences for what social resources are available with which to practice an identification and how one may identify oneself within that figured world.

Finally, again drawing on Bakhtin, Holland, et al. (1998) refer to a third context of identity, the space of authoring. They conceive of identifying oneself as an act of authorship, which is a “matter of orchestration: of arranging the identifiable social discourses/practices that are one’s resources (which Bakhtin glossed as ‘voices’) in order to craft a response in a time and space. . . in a social field conceived as the ground of responsiveness” (p. 272).

Identity and Contexts

Also integral to social practice theories of identity is thinking about particular contexts and how they are constructed socially. Contexts, as argued by Holland, et al. (1998) play an important part in supplying the resources with which individuals might author identifications. A key construct in thinking about social contexts is the notion of hybridization. Bakhtin (1981) described hybridization as “a mixture of two social languages within the limit of a single utterance. . .” (p. 358, cited in Leander, 2001, p. 653). A similar process can take place socially when two contexts are “laminated” (Leander, 2004) in social activity. That is, as Leander explained, “a particular [representation], from a narrative or briefly invoked figured world, is overlaid, juxtaposed with, and authorized as a resource for interpretive identity work in a particular instance” (p. 190). Thus, contexts can be socially constructed as more than literally the specific, material time and place in which a social event occurs; they can be populated and constructed by verbal or gestural representations of other contexts as well. All of this can become available resources with which people might author identifications (or not) in a particular way.

These conceptions of identity frame the construct and the processes surrounding it as inherently social and dependent on social activity in and with the wider world, its contexts, and its discourses. These approaches differ from what has been previously done in the field of teacher education where identity research, as outlined above, is often framed as research for methods to create or instill particular identifications in candidates, measure a specific identification, or track the development of identifications over time. My work is more closely aligned with social practices theories of and research on identities, but in doing so I hope to contribute to the fields’ understanding of teacher candidate identifications. In the following sections I review literature related to discourse analysis and outline how I will use this approach to frame and guide my research design, data collection, and analysis.

Discourse theories are an appropriate orienting framework for this work because they equip the researcher to understand how, through language, image, spatial orientation, and activity, specific identifications or ways of being are “enacted and transformed through [multimodal] practices in ways of interacting,

representing, and being” (Rogers, Malancharuvil-Berkes, Mosley, Hui, & Joseph, 2005, p. 1). Framed by the theoretical work in the fields of discourse theory (Gee, 2005; Chouliaraki & Fairclough, 1999; Fairclough, 2001) and social practices theories of identity (Gee, 2000, 2005; Holland, Lachicotte, Skinner, & Cain, 1998; Holland & Leander, 2004; Leander, 2002; Lemke, 2008) I begin with the premise that discourses present and constructed in social interaction make certain identifications available to individuals and deny others (Britzman, 2003). I will draw on the research methods, theoretical frameworks, and analytical techniques previously developed in literacy research, cultural studies, and teacher education to examine the situated practices of participants who intend to become secondary English teachers.

Discourse theories

Discourse theories maintain that language and action make particular definitions of and identifications with the concept teacher available while they deny others (Britzman, 2003). The identifications made available or denied are determined by the conceptualizations of teachers and teaching by the multiple participants in a teacher education program. Teacher education leaders, teacher educators, and students socially construct the resources with which teacher candidates author their identifications and commitments to certain ways of being an English teacher. Particular discourses are both constructed and revealed in the multimodal communication of ideas, values, and identifications in teacher education coursework (Fairclough, 2001; Gee, 2005). The analysis of teacher education programs and classrooms for the proposed research focuses on the discourses constructed and revealed in the interactions that have influence on candidates’ identifications with the role of teacher as well as what kind of teacher they are recognized as being.

Gee (2005) explained, “[t]he key to Discourses is ‘recognition’” (p. 27). One person engaged in a specific activity performing a specific identity in a specific context must call upon a set of symbolic resources (language, clothing, gestures, tools, and more) in a way that is familiar enough to other participants as to be recognized as an enactment of the group’s Discourse. If one fails to do so, he or she has failed to “pull off” the Discourse. Presumably, teacher candidates desire to be recognized as a certain kind of teacher (which may or may not align with the dominant discourses of their particular context).

The actions of learning to teach and learning to make oneself recognizable as a certain kind of English teacher are social endeavors that occur in particular contexts. Conceiving of teacher education as connected discursive events and social practices imbued with the experiences and ideologies of the participant individuals and institutions allows for an analysis that considers more than the language used. Thinking in terms of social practices (cf. Holland, et al., 1998) requires the analyst to consider historical ways of doing and being a teacher and learning to teach in a particular context, how power and status are negotiated during activity, and how individuals and groups shape and are shaped by the social interactions that animate a given space. In the following section I outline how conceptions of discourse as social practice contribute to my framing of the proposed research.

Discourse as a social practice

A key element of framing a study of teacher education in discourse theory is the concept of discourse as a social practice (Fairclough, 2001). Fairclough (2001) pointed out, “whenever people speak or listen or write or read, they do so in ways which are determined socially and have social effects” (p. 19), or consequences. By “social consequences” I mean to imply that a given activity or event engaged in by teacher candidates is not only shaped by the participants, but also they are shaped by the nature of the activity. As such, “social practice does not merely ‘reflect’ a reality which is independent of it; social practice is in active relationship to reality, and it changes reality” (p. 31). Depending on institutional and individuals’ conceptions of constructs such as teacher, teaching, and learning, the practices enacted and resources offered in a specific teacher learning context position participants in particular relationships to these constructs.

The positioning and relationships that exist may represent “institutionally sanctioned” (Britzman, 2003, p. 39) discourses and resources that “make particular practices [and positions] possible and others unavailable” (Britzman, 2003, p. 39). Discourses have direct bearing on teachers’ identifications, because “social subjects are constrained to operate within the subject positions set up in discourse types” (Fairclough, 2001, p. 32). Teaching personas, or the identifications teacher candidates imagine they will enact, are products of social interactions and practices that are shaped and enforced by the discourses of the context.

Deborah Britzman (2003) argued that teachers' selves are "constituted in the context of learning to teach" and that the "selves we produce constrain and open the possibilities of creative pedagogies" (p. 26). How the teacher development process is contextualized and conceptualized by those with the power to influence what resources are available to shape, build, or destroy a teacher's identity is the subject of this research, and one goal of this research is to begin to work toward analyzing and making transparent what Britzman (2003) called the "institutionally sanctioned" (p. 39) discourses of the field. It is important to understand that and recognize how the discourses of teacher education are working to position the participants (teacher education teacher education leaders, teacher educators, and candidates) as they engage in the social practice of learning to teach. The concept of positioning I have used throughout this paper is borrowed from the work of Davies and Harre (1990) which is discussed in the next section.

Positioning

One of the goals of this work is to understand how the discourses in teacher education position the teacher candidates and influence the development of their identifications as teachers. I draw on the work of Davies and Harre (1990) and Leander (2002) who have conceptualized positioning in the production of an individual's subjectivity, or identity. By positioning, I mean the act or process of discursively relating a person to, for example, another individual, which may be consequential in terms of status and power distribution; a broader defining discourse (e.g. "ghetto" in Leander, 2002); or to a particular identification as a kind of teacher such as "social justice educator." Through discourse and action positions are socially created and offered to participants who then either occupy them or not.

The concept of subject positions is critical to Davies and Harre's (1990) thinking around the power of discourses to produce selves. The power of the discursive practice lies in its ability to offer or deny subject positions. Subject positions, once occupied, largely define who an individual can be in a given situation and how a person may interpret the activities that make up the situation. Subject positions and individual identities are not fixed; rather they are "constituted and reconstituted through the various discursive practices in which they participate" (p. 46). Where this is consequential for teacher candidates is in the presumption that once

having taken up a particular position as one's own, a person inevitably sees the world from the vantage point of that position and in terms of the particular images, metaphors, story lines and concepts which are made relevant within the particular discursive practice in which they are positioned. (p. 46)

Therefore the discourse practices, which shape the experiences and offer the available subject positions to teacher candidates, are among the influences on whom teachers imagine themselves to be or to be becoming. The offering of identity positions happens not only through verbal or written interaction, but also through additional modes of communication, which is why the theories and practices of multimodal discourse analysis also help frame my thinking about this project.

CHAPTER III

METHODS

In this chapter, I reiterate the two research questions. Then I describe the context of the research and the study participants and participant selection process. Following that I explain the data sources and data collection procedures that I used for gathering both in- and out-of-class data. I then describe the processes for data analysis, and finally, I support the credibility of this study.

Research Questions

This is a study of teacher candidates' opportunities for identifying themselves as particular kinds of English teachers during their participation in two English education methods courses required to be eligible to student teach and for teacher certification. The following research questions guided the study:

- What identity constructions of teacher are available in the discourses of secondary English teacher preparation?
- How are the discourses and associated identifications transformed through language use in course meetings?

Two objectives guided this study. First, I wanted to identify conceptions of being an English teacher made public and available to participants through the stated intentions of the teacher education program, the course instructors' talk and pedagogy, and the visions of English teaching represented by teacher candidates' talk in the two courses. Second, I wanted to understand how classroom social interactions and talk might influence or shape these conceptions. The study occurred in the fall of 2010 when students were enrolled in the two methods courses; all data collection occurred from September 2010 to December 2010. The data collection schedule is represented in Table 1 below.

Table 1

Case-based interview, observation, or focus group by month

	CBIs	Observations	Focus Group
September	Tanya, Melissa	Tanya: 9/23; 9/30	
October	Anton, Luisa, Kristi, Lola, and Jeremiah	Melissa: 10/4; 10/22;10/17	
November		Tanya: 11/11; 11/18 Melissa: 11/3	
December		Tanya: 12/9 Melissa: 12/6; 12/8	Anton, Luisa, Kristi, Lola, and Jeremiah

Context

The research took place at a mid-sized, urban university in the Southern U.S., which enrolled approximately 6700 undergraduate and 5000 graduate students. The secondary English education program housed in the Department of Teaching and Learning in the university's college of education prepared 15-20 undergraduate and graduate students for certification in English language arts, grades 6-12, each year.

The two courses that were the main data collection sites for this study were English Methods I and English Methods II (course names have been changed), both are required methods courses in the pathway to student teaching and certification. The purpose of each course is described in the excerpts from the syllabi below. From English Methods I:

This course is designed to encourage teachers to examine the complexities of teaching writing in middle and high school settings and to develop a theoretically sound methodology that will allow you to design meaningful, engaging, and thoughtful writing instruction. It will require you to reflect on your own writing experiences and backgrounds. Since teachers tend to reproduce the kind of instruction that they have had, it is important to be able to analyze the experiences that you have with writing in school. This course is designed not only to help you think of activities to use in the classroom, but also to help you develop informed rationales—the “whys” behind your assignments and decisions. Hopefully, you will begin formulating an informed, reflective writing pedagogy that includes both traditional and new media writing. You will be encouraged to think about how the acts of reading and writing get defined in

school settings as well as how new media might be influencing these practices in out-of-school settings. You will be urged to think about what the possibilities could be for defining reading and writing in school settings. You will also spend a good deal of the course thinking about yourself as a writer and as a teacher of writers as you begin to design writing instruction appropriate to your students' needs. You will engage in the sorts of activities that you will eventually design. We will explore some "new" types and formats of writing as well as some more traditional forms—you will need to see what we read and do through the lenses of writer and teacher of writers. (Methods I Course Syllabus, 2010)

From English Methods 2:

The goal of this class is to introduce you to the teaching of literature and media in secondary school. The "and" between literature and (new) media means, first of all, that we investigate how literature pedagogy might be enriched and made more relevant by including texts and media from popular culture. Second, the "and" also signifies that your approach will be to introduce multiple ways of reading and interpreting, including some ways that are shaped by everyday popular cultural practices. Thus, as we are exploring an expanded canon of texts in English Language Arts, we are also exploring an expanded set of ways of reading. (English Methods II Course Syllabus, 2010)

Each of the courses is described as methods courses, but each places substantial emphasis on theoretical and research-based underpinnings for teaching practices. In Methods I teacher candidates engaged in several compositional projects designed to help them learn how to compose in different modes and media, to reflect on their own experiences as writers, and to begin to develop instructional strategies for a variety of writing tasks.

In English Methods II teacher candidates learned to incorporate multiple media into their instructional practices and were encouraged to widen their conceptions of text to include media other than printed texts. Additionally, teacher candidates were taught the fundamentals of lesson planning and design and they were required to write and "teach" a mini-lesson to their peers in the class.

I purposively sampled (Erlandson, Harris, Skipper, & Allen, 1993) these two methods courses, because traditionally (and as I have observed in my own experiences as a teaching assistant and course instructor) these courses are sites in which teacher candidates work specifically to apply theoretical learning to the pedagogical practices of English teaching. English Methods I & II are the courses during which theory and content knowledge begin to be shaped into pedagogical practice aimed at middle and high school student learning. The selection of the university in which the study occurred was also purposive because it offered the type and structure of the program I wanted to study.

My conjecture was that these courses were sites during which teacher candidates think and reflect carefully on how they will teach and what kind of teacher they see themselves becoming. Also, I have chosen courses that represent teacher candidates' early experiences with specifically English/literacy content. Prior to these courses, participants' coursework will have been aimed at building a general education foundation.

Additionally, I chose these two courses because from prior experiences with the course instructors I believed there would be a several minutes of each course meeting devoted to class discussion during which participants' ideas about English teaching could be made public and available for scrutiny by peers and instructors. I am interested in how potential identification positions are made available through talk, and these courses presented reliable opportunities to observe participants engaged in talk during class.

Participants

I recruited two sets of participants to include in this research. I invited two teacher educators who were teaching secondary English methods courses at the time of the research. I also recruited all of the twenty-four teacher candidates enrolled in each course to participate. From among those twenty-four teacher candidates, I recruited five to participate in one case-based interview and one focus group interview.

Teacher candidates. I recruited each of the undergraduate and graduate students enrolled in each of the methods courses to participate in the study (the same teacher candidates were enrolled in each course with the exception of two female participants; one was only in the English Methods I and one was only in the English Methods II and neither were seeking secondary English certification). Participation, for most of the teacher candidates was defined by them granting me permission to observe and hand-write field notes in their course meetings, video and audio record course meetings, and collect and analyze written and online documents they produced to meet the requirements in the courses. I chose to focus on teacher candidates at this phase of their progression toward student teaching and licensure, because the methods courses are traditionally the time and space in which teacher candidates begin to concentrate on developing lesson plans and curriculum, begin to make decisions about how they will teach and about how they see themselves putting their visions of teaching into action.

Previous course work related to English education completed by these teacher candidates included Content Area Reading in Secondary Schools and Young Adult Literature. Likely they had some exposure to and practice constructing instructional methods in these classes, but the methods courses, in the semester immediately preceding student teaching, are the final university-based preparation for student teaching. Teacher candidates also take Practicum in Secondary Education—a field-based observation experience in secondary English classrooms concurrently with the methods courses and some of them were currently taking Content Area Reading in Secondary Schools, a course I taught during data collection. This is addressed in the following.

Teacher educators. Melissa (all names are pseudonyms) taught English Methods I. She holds a PhD in literacy and was a fourth year professor-in-the-practice in her department. She is a White female in her early forties and is an experienced English educator having taught middle and high school English/language arts for 16 years prior to earning her doctorate. She is an active scholar in the fields of literacy, digital literacy, media, and young adult literature, and serves as co-editor of a prominent journal dedicated to YA literature and its use in schools.

Melissa has taught English Methods I (or various iterations of it) for three years prior to fall 2010, and designed the course to prepare future English teachers who are able to think deeply about the theoretical and research-based underpinnings of their composition instruction. There is also a significant component of the course that deals with writing in non-traditional modes and media such as digital and online composition, digital story telling, and multi-genre writing. Students in the course complete several writing projects, and each project includes elements of reflection on their own processes as writers as well as contemplation of pedagogies available to them for teaching a specific writing assignment to secondary students.

I chose to include Melissa and English Methods I in my study for several reasons. For three years I have worked with Melissa as a teaching assistant both in English Methods I (one semester in 2008) and other courses she has taught in English education. I am familiar with her conceptions of what English teaching is and her methods and concerns for the preparation of future English teachers. I knew from working with Melissa and ongoing conversations about her plans for this iteration of Methods I. Her goals for the course and the nature

and substance of student interactions, particularly through classroom talk, suited what I intended to study. Melissa repeatedly made it clear to me that she was willing to participate and cooperate by granting me access to any and all course materials that might be useful to me as data for my research, and since she regularly video taped her own teaching, she was very comfortable with me collecting video data and observing in her course meetings.

Prior to the start of data collection Melissa suffered a severe injury and was unable to teach her class for approximately eight weeks at the beginning of the semester. Her teaching assistant, Beth, took over primary classroom instructional duties. I had already planned to consent Beth to participate in my study as the TA of English Methods I. I observed Beth as the course instructor twice at the beginning of the semester to keep my data collection on schedule, because I was primarily concerned with talk in the classroom (which, of course, still occurred in Melissa's absence), and because Melissa continued to plan the major instructional activities Beth implemented. Melissa returned to teach the course about half-way through the semester.

Tanya was the course instructor for English Methods II. Tanya was a fifth-year doctoral candidate in the Literacy doctoral program. In 2009 she worked as the teaching assistant for English Methods II. Prior to entering the PhD program, she taught high school English for six years. Tanya is a White female in her late twenties. Her research focuses on digital media use in English classrooms and she has particular interest in digital story telling.

I chose to include Tanya and English Methods II in my study because it is the "other half" of the methods course requirements for teacher candidates in this program. Tanya also has worked with Melissa as teaching assistant, but is in the process of developing her own strategies and understandings as a teacher educator. I thought the potential contrast in teaching approaches and discourses constructed by the different approaches would be helpful to me in my attempt to understand how particular identifications are made available (or not) to teacher candidates in each of the courses.

Focal teacher candidate participants. From the larger sample of teacher candidate participants I purposively (Erlandson, et al, 1993) selected five teacher candidates to participate in in-depth interviews and a

focus group. After conducting interviews with each of the course instructors and observing three course meetings (2 Methods II and 1 Methods I), and initially coding each of the data sources to recognize emerging themes and patterns, I consulted with the course instructors and shared with them my initial thoughts about whom to recruit as my focal participants. I had one criterion for the group of five participants I intended to recruit: I wanted a group of individuals who held diverse conceptions of what English teaching is and what the role of the English teacher was in terms of decision making and leading students through an English/language arts curriculum.

I chose to recruit five participants for this phase of data collection for four reasons. Selecting five enabled me to include multiple undergraduate and graduate students (2 and 3 respectively). It enabled me to include teacher candidates from diverse cultural and economic backgrounds, and after having spent some time observing and in consultation with the course instructors, I determined that having five diverse conceptions of English teaching might approximate the range of conceptions among the whole group. However, I did not seek those with conceptions that are representative of the larger sample in a systematic way. This was not my main goal; my goal was to assemble a group of five who held different conceptions of English teaching from each other. In later member checks, the five participants stated that their perception of the diversity of the group was, on a rating system of Not Diverse, Somewhat Diverse, Very Diverse, Somewhat to Very diverse.

Selection of the five focal participants was based upon their talk during class meetings, the arguments they made, sample lessons they shared, and declarations they made that indicated what they believed to be true about English teaching. While I was not able to formally categorize or name their “types” prior to in-depth interviews, my meetings with course instructors, who counseled me on my decisions, enabled me to be confident that I had selected a diverse group. Table 2 provides descriptive information about each of the five focal participants.

Table 2

Teacher Candidates' Demographic Information

Name	Gender	Age	Ethnicity	Grad/Undergrad
Anton	Male	24	Chinese American	Graduate
Jeremiah	Male	21	European American/White	Undergraduate
Kristi	Female	22	European American/White	Graduate
Lola	Female	25	European American/White	Graduate
Luisa	Female	20	Hispanic	Undergraduate

Throughout the observation portions of the study I maintained the position of observer, and I did not, other than occasional conversations with course instructors or teacher candidates before or after course meetings and class breaks, speak to or interact with participants. I did not participate in class discussions, answer questions, or provide any instructional materials that would have altered the normally-planned course of events in each of the classes I observed.

As mentioned above, however, I was the instructor of record for the Content Area Reading in Secondary Schools course, in which five members of the focal courses were enrolled. To acknowledge my interaction with these teacher candidates and my general participation in the English education program, I announced to the students enrolled in the course I taught that I was engaged in research during that semester. I told them that some members of their class, by virtue of their enrollment in the Methods I & II classes, were participating in my study, and that the rest of them were not considered participants. I also informed them that as one source of data for my research I would be keeping a weekly journal in which among other things I reflected on the meetings of this course. I told the students that this practice was not outside the norm of what I would normally

do as a professional practice as the instructor of the course; the only difference was that my journal would be used as a data source in my research.

Myself as Researcher

As a qualitative researcher I must acknowledge myself as a part of the study. As I explained above I was the course instructor for a course typically taken by English education teacher candidates. In addition to teaching this course, for three years I had worked closely with Melissa as a teaching assistant and student teaching supervisor for pre-service English/language arts teachers. Prior to returning to graduate school I was a high school English teacher for six and a half years. Due to these experiences I have developed my own conceptions of what English teaching is and might look and sound like as new teachers are navigating their ways toward student teaching. At the time of the study I was 37 years old, I am a White male, and heterosexual; my experiences in the world have been as a member of multiple privileged groups and these experiences inform the ways I make sense of my interactions and experiences with people and texts. Knowing this about myself, throughout this study I have taken care to allow my participants to tell their stories, share their perceptions, and I have worked to remain open and sensitive to capturing and representing them accurately and respectfully.

Finally, as I said, I was not the course instructor for the focal courses in the study, and I had previous relationships (which is to say I knew them at all) with the two course instructors and five of the teacher candidates. I did not interact in any “teacherly” ways with the other participants. Because of my status and relationships, I believe I was able to mostly avoid the tensions that might be associated with teacher-research in terms of having to negotiate power relationships with participants; I had no say in the evaluation of their work or participation in either of the courses. That said, by virtue of my status as doctoral candidate working on his dissertation, it is possible that my status was perceived as hierarchically higher than that of my teacher candidate participants, equal to that of Tanya, and below Melissa’s.

Data Collection

After receiving approval from the Institutional Review Board, I began data collection in September, 2010, by interviewing Tanya and Melissa individually. I interviewed Tanya in a conference room in the

building where she works, and I interviewed Melissa in her home because she was unable to travel due to her injury. Once in September and once in October, 2010, I was participant observer in planning meetings that included Beth, Tanya, and myself wherein we discussed the curriculum for each course, shared experiences with students we had in common (Beth and Tanya had all in common except two), and set goals for what we hoped to collectively accomplish during the semester.

After my approximately 75 minute interviews with each course instructor, I gained entry into the course meetings. I spoke to each class of teacher candidates for about ten minutes at the beginning of a class period and explained to them the nature and questions of my research and what would be expected of them if they chose to participate. At the close of the meetings, every teacher candidate signed the letter of informed consent.

After two observations in English Methods I and one in English Methods II, I recruited the five focal participants to be interviewed and participate in the focus group interview at the end of the semester. Each of the one-on-one interviews with teacher candidates occurred in October, 2010, and the focus group interview was in December, 2010.

My data sources and data collection methods are outlined in Table 3 and described fully in the following.

Table 3

Data Collection Procedures

Out-of-class Data Sources	Collection Method(s)	In-class data sources	Collection Method(s)
One-on-one case-based interview with course instructors	Audio-recorded, transcribed; field notes	Observation	Field notes
One-on-one case-based interviews with five teacher candidates	Audio-recorded, transcribed; field notes	Video and audio recordings of course meetings	Two stationary digital video cameras on tripods and two digital audio recorders
Focus Group case-based interview with five teacher candidates	Audio-recorded, transcribed; field notes	Student work, handouts, assignments, and in-class readings	Photocopied and collected extras of course materials and handouts

Secondary Education Program documents, course syllabi, Department website course requirements and descriptions	Read, printed, and photocopied documents	Student online discussion forum	Granted access to read these by the course instructors; printed out
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The variety of data I collected was a reflection of the theoretical framework guiding this study.

Discourse theories (Fairclough, 2001; Gee, 2005) argue that meaning is constructed with and in language, texts, actions, and interactions situated in specific contexts and among participants, which necessitates exploration of the specific contexts of teacher education. Social practice theories of identity (Holland, Lachicote, Skinner, & Cain, 1998; Lave & Wenger, 1991; Lemke, 2008) suggest the need to attend to the individual as participant in construction and performance of specific identifications, again, in specific sociocultural contexts. Also relevant to decisions I have made about when, where, and what kinds of data to collect are Bakhtinian notions of dialogism and hybridity (Bakhtin, 1981; Holland, et al., 1998; Wertsch, 1997). These theoretical constructs lead researchers to consider the history of language use and discourse and the multivoicedness of language use as a tool. Each of the following data collection strategies is intended to create situations in which I am able to examine the work being done through language, texts, and social action among participants to construct and make available various identification resources for teacher candidates.

Observation, Field notes, and Video Recording. In keeping with Gee's (2005) model of discourse analysis, observation of the teacher education courses is necessary so I am able to examine the situated activity and uses of language, texts, and tools. Below, I outline the specifics of data collection through observation and field notes, and in the analysis section I will detail specific ways I will use the data to answer my research questions.

Each of the courses I observed met once per week for three hours for the entire fall semester, a total of 15 weeks. I observed five of each course's meetings and video and audio recorded in each course for three weeks at points at the beginning and middle of the semester. I recorded hand-written field notes in my field

journal. Figures 1 and 2 represent the vantage points from which I observed each class meeting and all of the camera and audio recorder positions I used at various times throughout the data collection. They also show the typical seating arrangements and typical areas of the room where teacher educators stood.

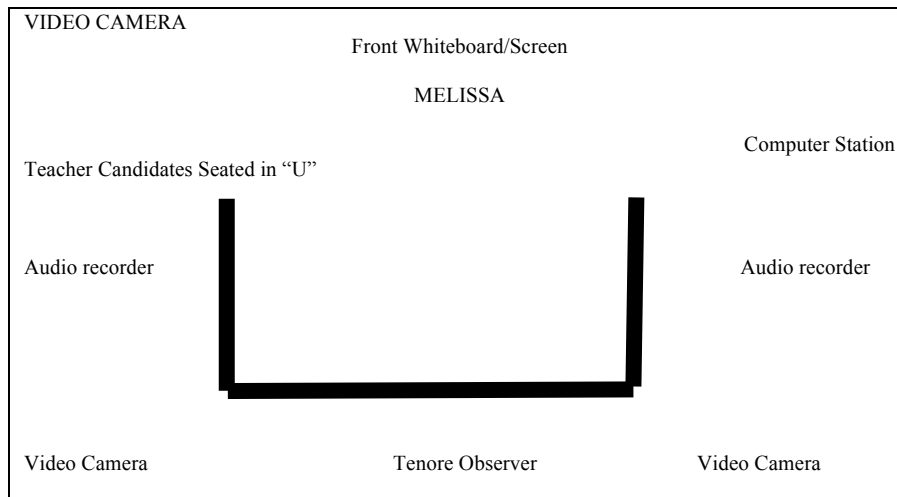


Figure 1. This figure illustrates the layout of the Methods I classroom and where my data collection devices were located. Bold black lines indicate the shape of the desk arrangement.

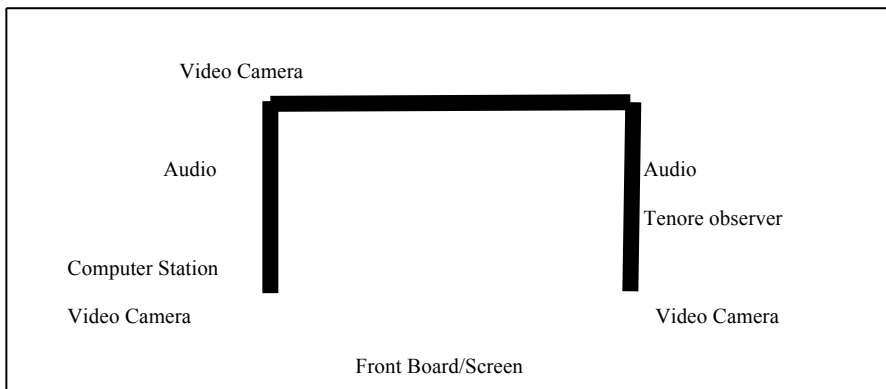


Figure 2. This figure illustrates the layout of the Methods II classroom and where my data collection devices were located. Bold black lines indicate the shape of the desk arrangement.

In-Class Data Collection. Prior to the beginning of data collection for my study, in the summer of 2010, I observed a summer school course in English education called Young Adult Literature. Melissa agreed to allow me to observe and video record one class meeting as a pilot for my observations to come later in the semester. During this class meeting I observed teacher candidates participating in literature circles discussing texts they had read prior to class and a whole-class discussion of the texts. I hand-wrote field notes and did not participate in the discussion. In my field notes I recorded several instances of student and instructor talk and my

observations about the types of interactions. For example, I noted who asked the questions or initiated topics of discussion, when/if there were moments of disagreement or overall agreement, and I did my best to record exact speech if someone said something that seemed noteworthy, though at the time I did not have a clear guiding system or approach to determine noteworthiness.

I used the field notes from this observation to begin to think about how I would go about my observing and field note writing in my data collection. I reviewed the notes and identified types of talk: question asking/answering; evaluative statements (e.g. I think that's a great idea); positional statements (e.g. From my perspective that was a bad decision); topic selection or redirection; personal connections; and political/social critique. I also reviewed transcripts from a prior study I conducted several years ago to test my emerging categories against that transcript to see if they would be useful and to allow any additional themes or categories that might be useful to me in my data collection to emerge. Most of my labels for the kinds of talk from the summer pilot observation were useful and applicable to the old transcripts and one code of note emerged, that of the authoritative statement (e.g. statements made for the purpose of positioning oneself as a leader either by giving instructions for action to others or by making clear, declarative statements expressed with confidence that the statement is correct or true).

I used these initial speech labels to help guide my early observations and note-taking during data collection in Methods I and Methods II. As I became more familiar with the flow of interaction and procedures in each class, though, new patterns and categories emerged in my notes that I also used to guide subsequent observations and note-taking.

Field Notes. For each course meeting I observed, I sat on the periphery of the classroom, either at the side of the student-formed "U" or at the back of the classroom. In each position I was seated behind approximately one-third of the teacher candidates and either in front of or to the side of the rest. I was always in view of the course instructor. From every vantage point I was able to hear all talk addressed to the entire class, but I was not always able to see the face of the speaker. When teacher candidates formed small groups or spoke

quietly to those seated near them, I was only able to hear conversations very close to where I was seated. I did not move around the room to hear individual small group conversations.

In every observation I recorded field notes by hand in my field journal. I recorded the seating position of candidates when possible, but not every time, especially in the beginning as I was learning their names. I recorded the procedures for the class, types of activities, and the topics of discussion. When the course instructor lectured, I paraphrased her talk, noting key points and what I perceived to be the goal and discourse category of the lecture. When the class was engaged in whole-class discussion I recorded the name of the speakers (if I didn't know the speaker's name at the time, I confirmed with the course instructor after class).

I wrote three kinds of field notes in each observation: field notes, theoretical notes, and methodological notes. First, what I called field notes were my best attempts to capture the proceedings of the course as literally as I could—who said what to whom, what activity was the class engaged in, and the times and durations for each type of event. The following is an excerpt from my field notes on September 30, 2010 during my observation of Tanya's course.

1:42 TA begins to talk about conducting discussions in class and her embeds her tips. The tip is that you have to teach students the behaviors you want to have during a discussion and then model them. The tips she gave were: 1. Be a good listener, 2. Teach students how to disagree, 3. What are appropriate and inappropriate non-verbal behaviors. Students sit in four groups and each group gets a short article on leading discussions in classrooms. TA asks them to be able to summarize the key points of the article so they can jigsaw—each combine with a different group later who all read different articles—and share what they learned from their article. They take about 15 minutes to read and discuss in their original groups. (Field notes, September 30, 2010)

In my theoretical notes I wrote about who was doing most of the talking, I noted my first impressions as to what discourses were being made present through the discussion or activity, and what conceptions of English teaching were being proposed, debated, objected to, and so on and by whom. The following is an excerpt from my observation of Tanya's class on September 30, 2010.

TN: a shift in the kinds of answers where. They have more of an “opinion or stance” to them. These answers represent more of “this is what I think about it as a teacher” than the previous question which asked for a performance as a student. Particularly, Rachel takes a specific stance and position as a teacher who is going to tell the truth. The other answers are less overtly positioning ideologically (though they do do some of that) and closer to being “answers” as the previous exchange were answers. (Field notes, September 30, 2010)

In my theoretical notes I began to note patterns that emerged in each course as well as those I recognized across courses and course meetings.

Finally, I recorded methodological notes in which I wrote about the strengths and weaknesses of my position as researcher in the classroom, pros and cons to the camera positions I had chosen for the day, and topics or issues that I wanted to be sure to ask about in later interviews. The following is an excerpt from my methodological notes from Tanya's class on September 30, 2010.

MN: placed an audio recorder at each side of the room. Primary data collection today was hand-written field notes. I sat at the front, right corner of the room and had a pretty good view of the class, which was seated in groups of four at tables pushed together around the room. Except for Anton and Jeremiah who sat together at a table right at the front facing TA. Others were positioned so two at each table faced the front, the other two faced the back or side of the room. TA stayed mostly at the front of the class but moved around from time to time when small groups were discussing. I did a pretty good job of keeping up with the talk and listing names of people who talked. I especially wanted to try to capture who was talking (and to whom, but I didn't do as well at that, more later) because I want to know whose voices are leading the way and creating the most opportunities to think about things in a certain way. Tried to pick up on who gets complimented, who's listened to and responded to in positive or negative ways? Who are generating the most ideas—conceptual or practical and how are they received? (Field notes, September 30, 2010)

Video and audio recording. I used two Canon Digital Camcorders mounted on tripods and two digital audio recorders placed on each side of the room. Over the course of data collection I varied the positioning of the cameras to record from the sides and/or front and back of the classrooms (see Figures 1 and 2). Given the size and shape of the classrooms, it was impossible to capture the entire rooms with a single camera, but with two cameras I was generally able to record all of the teacher candidate participants, but not always the teacher educators. My research questions calls for attention to the events and interactions among people, materials, tools, and texts in the teacher education classroom space, and capture and representation of this space is critical to the analysis I intend to conduct.

Video/audio recordings were necessary to enable me to capture and be able to revisit the interactions among people and materials that comprise the events of the class meetings. For instance, through my observations, I paid particular attention to how talk was used by teacher educators and candidates, how texts are used, how the physical space of the classroom is used, and how tools such as video or case representations of

teaching, PowerPoint, chart paper, graphic organizers, and more are used to construct the course contexts. I will note specific conceptual tools invoked in the coursework as well, for example, educational or learning theories or specific teaching terminology that are discussed or used to promote a specific type of understanding among teacher candidates.

I recognize that videotaping and audio-taping are more intrusive than observation or participant observation. However, as Hall (2000) explained video data, while not without drawbacks, offers the researcher access to whole scenes of action or the potential to focus one's attention on multiple participants at a moment in time, a view of participants use of their whole bodies in interactions, and a reviewable record of the physical movements of bodies in space—all of which is difficult or impossible to “capture” with naked-eye observations and field notes alone. I will position two video cameras in the classrooms to ensure coverage of the entire space, and I will place table microphones at each table where teacher candidates are seated to ensure capture of all talk.

Document collection. I collected documents that inform the design of the teacher education programs including NCATE teacher education standards, NCTE/NCATE standards for English teacher preparation, Tennessee Teacher Education Standards, program conceptual frameworks, and departmental position/mission. These documents and artifacts were used to help me understand the multiple influences on the program and will give me a sense of if/how the discourses that drive them are made available or excluded from teacher candidates' experiences in coursework. More “local” or “internal” documents such as syllabi, assignments, handouts, and so on were collected from the courses as well. Documents and policies will also be used to contextualize each program at the macro, meso, and micro levels of programming and design.

Student work samples including written work, completed assignments, and online message boards used for out-of-class discussion of topics and readings were also collected and analyzed to help me understand the ways in which candidates aligned themselves with particular discourses about their subsequent practices or not.

Out-of-class Data Collection

I had five different types of formal out-of-class data sources. I conducted text-based interviews with each of the course instructors in September, 2010; I conducted text-based interviews with the five focal teacher

candidates in October, 2010; I was observer participant in two planning meetings with the course instructors; I kept a teaching journal in which I recorded my impressions, wonderings, and connections to other data sources and emerging themes in which I wrote each week immediately following the course I taught; and I conducted one focus group meeting with the five teacher candidates in December, 2010.

Case-based interviews. One of the conjectures I have made in the design of this research is that discourses of teaching, as they are translated and negotiated at different points in time are dialogic in nature and in different contexts may become hybridized (Bakhtin, 1981) as multiple discourses come together and participants draw on them to construct their own identifications as teachers. The text-based interviews are my attempt at understanding how participants believe the pieces are coming together from their perspectives to make specific resources available and deny others as teacher candidates work toward identifying themselves as certain kinds of English teachers.

A semi-structured interview, the text-based interview involved the participants each reading short descriptions of secondary English teachers and diverse classrooms that I wrote. While multiple discourses exist that express values of what a teacher “should be,” I chose three to describe in writing. The descriptions were based on two sources: my year-long field observations of teachers in an urban middle school and literature from the field of teacher education that represents particular images of teaching (Tenore, 2009). Each description was one single-spaced typed page, and each represented combinations of ways of being an English teacher in line with those discourses. In my review of the literature and experiences in the field, I found specific discourses for teachers to be prominent among broader, national discourses of teaching, and considerable support and criticism can be found for each in the literature and policies that govern teaching and teacher education. The three discourses from the field I will draw from are teacher as technician, teacher as critical/reflective practitioner, and teacher as researcher/knowledge producer. Features of these discourses will be combined in the one page sketches with images of teaching I saw represented in my middle school field observations. I conducted the text-based interviews with the five teacher candidates and the course instructors.

I interviewed course instructors at the beginning of the semester before interviewing teacher candidates to get a sense of what their visions for the courses are, how the courses, in their eyes, contribute to the candidates' achievement of standards and local goals, and most importantly to understand how they believe the course is intended to construct teacher candidates' identifications with a particular discourse of teaching. Each interview was approximately 75 minutes. Table 4 outlines the procedures for each interview that were consistent, and the interview protocols used are included in the Appendix. Probing and follow-up questions varied depending on the nature of the conversation in each interview.

Table 4

Text-based interviews with course instructors and teacher candidates

Procedures

- Tenore reiterates the purposes and procedures of the interview meeting
 - Participants given each of the three descriptions to read
 - Tenore explained instructions for the reading of the descriptions
 - Participants read descriptions
 - Initial questions asked for participants' determination of the values espoused by each teacher in the three descriptions.
-

Planning meetings. In September and October, 2010, I participated in meetings with Tanya and Beth, who was at the time still substituting for Melissa due to her injury. As the instructors for the three concurrent English Education courses (English Methods I, English Methods II, and Content Area Reading in Secondary Schools), we met early in the semester to coordinate our curricula (i.e. confirm that our course readings were complementary and not overlapping, that our due dates were reasonably coordinated, and so on). With Tanya and Beth's permission, I tape recorded the meetings and wrote field notes as we talked. Recordings of the meetings were transcribed for analysis. Each meeting lasted approximately 75 minutes.

Focus group interview. In December, 2010, during the last week of the fall semester, I invited the five focal teacher candidate participants to talk together in a focus group interview. The procedures for the focus group were similar to that of the initial text-based interviews. The meeting began with participants re-reading the same three teaching descriptions as in the initial interviews. Before they started reading I asked them to

think about what aspects of the teaching they read they felt most prepared to do on their own as they thought about entering student teaching the following month. I asked participants to underline portions of the text they felt applied to them and to write notes in the margins as they read. I wanted them to write down their initial responses prior to hearing others' comments as a way to try to avoid their simply agreeing or disagreeing with one another and being overly influenced by what their peers said (Morgan, 1997).

After participants read the three descriptions and made notes, two participants immediately shared their thinking about what they felt prepared to do as student teachers. From this point, they carried the conversation themselves with very little input from me, and then only to ask clarifying questions and probe for more information. In a manner consistent with what I had observed in their class meetings, the participants appeared willing to engage each other in debate and disagreement regarding their individual experiences in their coursework and responses to the texts.

Over the course of the meeting I asked questions, but the preponderance of my input was to either clarify a question that was initially poorly worded or confusing or to probe for more information. By asking initial questions that were open-ended requests for explanation of participants' own experiences and following up with probing questions I was able to dig deeply into teacher candidates' experiences, thinking, and beliefs about their preparation to be secondary English teachers. As they talked they espoused diverse theoretical orientations, conceptions of the practice of English teaching, and identifications as English teachers—they talked about their work from the perspectives of multiple discourses.

Following that initial prompt, the conversation flowed from topic to topic guided by my prompts and questions, which emerged naturally from the talk. My goal was to let participants guide the discussion as much as possible while still pushing for depth and necessary information as opportunities arose. The entire session was tape-recorded and transcribed for analysis. At the close of the meeting each participant was given a \$25 gift card as compensation for their participation (course instructors were not compensated for participation).

Data Analysis

I conducted four phases of data analysis. Each phase was necessary because it allowed me to reduce my data sources into categories that allowed me to address each research question specifically through an analytical approach appropriate to each question. The first round of data analysis was the ongoing constant comparative analysis (Strauss & Corbin, 1998) of the multiple data sources. Throughout data collection after each interview and after each observation, I typed up my field notes and transcribed entire interviews. In these notes, I began to make observations about emerging themes or repeated concepts. These became my initial codes that I used in ongoing data collection to begin to analyze new data. As I read and re-read data sources, I returned to older notes and revised and refined my coding scheme. Throughout my transcriptions (of both interviews and field notes) I recorded theoretical notes, which served as a type of memo of my current thinking about the data. For instance, while transcribing interviews I might record my thinking about the Discourse in a certain perspective on English teaching, I made observations about patterns in the ways teacher candidates talked about their in-class experiences, or I might make connections across data sources. If a participant made a comment that was related to, contrary to, or reminiscent of the responses of another participant or to what I had observed in classes, I made note of it.

The next phase of data analysis occurred when all of my data collection was complete. Using the initial codes I had developed throughout data collection, I began formally coding the teacher educator and teacher candidate interview transcripts using Hyperresearch Qualitative research software. I began coding the transcripts using the codes I had begun to develop throughout data collection and continued to add and remove codes as new concepts and themes began to emerge in the current readings. Many of the new codes emerged categorically from the questions asked of each participant in response to their reading of the classroom descriptions. That is, the interview protocol was very similar for each of the teacher educators and each of the teacher candidates; therefore, I began to categorize their responses into codes that captured the variety of answers I heard to similar questions. I had written topical questions for each interview derived from specific information I wanted to get from each participant. Because participants were answering a common set of

questions to begin with, my first pass through the data at this phase allowed me to recognize emerging categories. For example, I coded all participants' responses to the question, "What conception of literacy do you see in this classroom?" together. Some codes emerged naturalistically from the data as well and I used these to develop additional categories.

Finally, I re-read the data as it was represented in the categories that emerged throughout the coding processes. Reading across the categories allowed me to recognize emerging themes and patterns in the data. I focused the next phase of analysis on the most prominent themes that emerged, and used Discourse analysis (Gee, 2012) to recognize the available identities and constructions of English teacher in participants' talk.

During the Discourse analysis phase of this research, I read and re-read the transcribed data to address my two research questions. I studied portions of the data associated with each theme I had identified and attended to three specific discursive markers of that may indicate the offer and/or acceptance of particular teacher identifications: pronoun use, verb use to indicate desire, condition, or destination, and temporal markers.

Attention to pronoun usage such as I, we, you, them, they, and us were cues that I used to recognized possible language use to associate, locate, or identify oneself or others with a particular conception of English teacher. Analysis of pronoun use in talk was useful to me as an indication of perceived connections or participation in particular identities or Discourses among participants. For example, if a participant used a we. . . they construction in her talk, then that may indicate that she had positioned or identified herself as a participant in one Discourse but not another.

Participants verb use such as want, expect, hope, or to be verbs was another language marker that I paid close attention to in my analysis of the themes. The verbs that participants used presented indications of identifications opportunities, for example, when teacher educators used phrasing like I want them to be. . . . Repeated use of this type of talk suggested a possible identification opportunity being created by the teacher educators for teacher candidates.

Finally, temporal markers that indicated whether or not participants were referring to themselves or others in the present or future helped me recognize the identifications being offered and transformed through

language use. For instance, when teacher candidates use language such as when I have my own classroom, they may be imagining themselves occupying a future identification that they may or may not recognize as part of their present identity. The language use, though, creates a possible identification both for the speaker and the other participants.

CHAPTER IV

FINDINGS: RESEARCH QUESTION ONE

In this chapter, I present findings related to my first research question: What identity constructions of English teacher are available in the Discourses of one secondary English teacher preparation program? I have defined Discourses in line with Gee's (2012) conception of them as "ways of behaving, interacting, valuing, thinking, believing, speaking, and often reading and writing, that are accepted as instantiations of particular identities. . . by specific groups. . ." (p. 3). I have organized this chapter around three Discourse categories that have emerged from constant comparative analysis (Strauss & Corbin, 1998) of the interview and observational data. Within each Discourse I have named identifications made available to teacher candidates. The three Discourse categories I will discuss are the following:

- New Media Discourse;
- Knowledgeable Professional Discourse; and
- Community Discourse.

Figure 3 below represents the Discourses and identifications I have named as available within each Discourse.

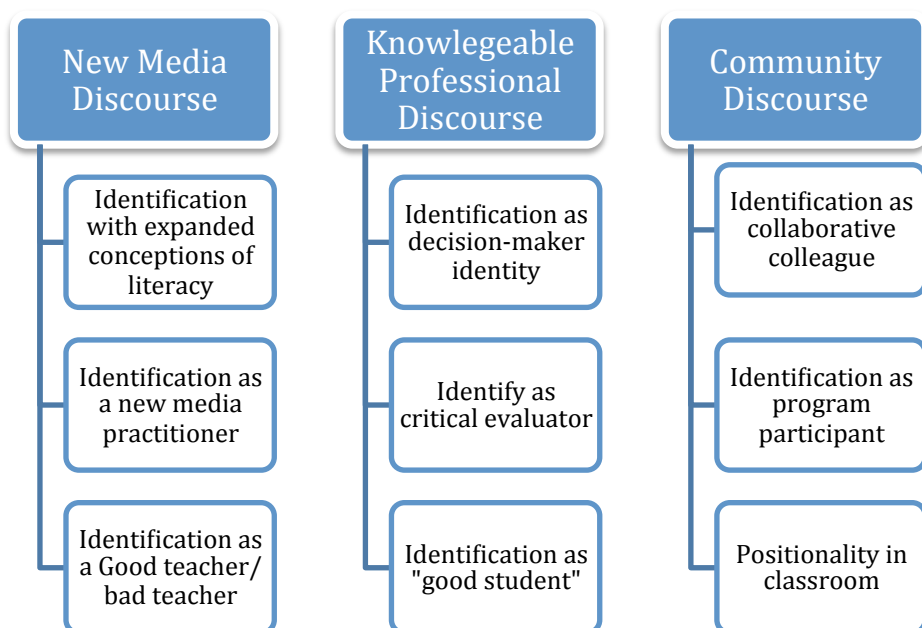


Figure 3. Superordinate categories represent the Discourses identified in the data, and subordinate elements list the identifications made available to teacher candidates by each Discourse.

The three Discourses emerged from my analysis of transcripts of interviews with two teacher educators and five teacher candidates and my observations of eleven course meetings (six for Methods I and five for Methods II). I have named the Discourses according to the prominent themes that emerged from the data that indicate possible opportunities for teacher candidates to identify themselves as a certain kind of English teacher. Below, I describe and define each Discourse as it emerged from my data and relates to conceptions of what it means to teach English. Following the brief descriptions, I present data to illustrate each.

Discourses of English Teacher Preparation

New media discourse. Each Discourse (Gee, 2012), by definition, is characterized by specific values, practices, beliefs, and language use; Discourses work to construct people in particular ways, define their relationships to other people, practices and tools, and influence how teachers conceptualize learning and knowledge. The New Media Discourse is a Discourse characterized by the value it places on an expanded conception of literacy and the ways youth are literate in their daily out-of-school lives. This Discourse contends that no longer is literacy in the English classroom solely associated with reading and writing of print/traditional texts and canonical literature. Rather, this conception of English and literacy recognizes and values the prominence and utility for teaching and learning of digital texts and tools such as hypertext, video and audio production, and multimodal texts such as graphic novels. Practices and interactions associated with this Discourse are engaging in multimodal instructional practices, incorporating, for example, film, comics, websites, Youtube, and Twitter into daily English learning. From the perspective of this Discourse, literacy in the twenty-first century demands familiarity and facility with the production and critical comprehension of a vast array of print, visual, and digital media, and participants strive to understand the relationships among them and the affordances and limits of each. Within this Discourse, talk about literacy emphasizes the ways participants can participate in multiple literacies with varying degrees of expertise and a variety of diverse skills. The New Media Discourse positions the study of English language arts as being in a period of transition, the outcome of

which is impossible to predict, and it recognizes that participants should develop skills that offer many options in a changing and unpredictable literate landscape.

Knowledgeable professionals discourse. The Discourse of knowledgeable professionals values the teacher as an intellectual who is expected to and capable of knowing her content deeply, has an intimate knowledge of her students' needs and strengths, and, in short, is a highly skilled professional. The Discourse frames teachers as having vast repertoires of pedagogical strategies at their disposal, and as depended upon to make thoughtful, purposeful decisions about both the curriculum they follow and the strategies they use to teach their students.

In practice, the knowledgeable professional Discourse does not bind teachers to a guide or script. This Discourse values the teacher's ability to make instructional decisions in response to a specific group of students who have particular needs at varying times throughout the school year. Participants in this Discourse believe teachers have the knowledge, skills, and authority to make choices about their students' experiences in English classes. The knowledgeable professional Discourse constructs teachers as having choices to make, that they always have a number of options to choose from, and they take pride in being valued as professionals with the ability to make decisions.

Discourse of community. The Discourse of community is characterized by recognition that participants value being able to recognize themselves as part of a like-minded whole. This Discourse conceptualizes teachers in community with peers who share their conceptions of literacy and beliefs about English practice. They know whom they count as members of their particular communities and who has different or rivaling values about how to be an English teacher. They believe they are not only part of a cohort in teacher preparation or a faculty member in a school, but they see themselves as members of a community of practicing English teachers that extends well beyond their locales. Each is one among a vast constituency of English teachers with whom they might share ideas, experiences, and values and from whom they can learn to improve their practice. In practice, they are collaborative (with like-minded colleagues), cooperative, and eager to learn from each

other. When they talk about English teaching and teachers, they express a desire to be a part of a greater-than-themselves whole and to shape and be shaped by the community in which they participate.

I have chosen these three Discourses to focus on in this chapter because each represents a particular kind of relationship that teacher candidates must negotiate during their development as English teachers. Within each Discourse category, I have imagined a set of questions that might frame the kinds of relationships teacher candidates may be constructing.

Within the new media Discourse, teacher candidates negotiated their relationships to specific content, tools, and practices available to them as future English teachers. I have imagined the following questions as conceptual tools to help me define this category of Discourse:

- What texts and kinds of texts are significantly important or relevant to include in a secondary English curriculum?
- What are the tools and methods of inquiry in a secondary English curriculum?
- What modes of text production are most relevant and valuable to my students?

The new media Discourse answers these and other questions related to the content and curriculum of secondary English in particular ways. In general, the answers would tend toward an expanded notion of texts to include digital, visual, hypertexts and digital tools for consuming and producing texts may be foregrounded. However, the boundaries constructed around this Discourse are not so tight that it is wholly incompatible with other values or practices having to do with content, curriculum, and practices. For instance, a teacher who places high value on reading classic, canonical literature might also see value in teaching students to read and produce hypertexts. The two need not be exclusive. The teacher as knowledgeable professional Discourse, however, may be more incompatible with competing Discourses.

Within the knowledgeable professional Discourse, participants negotiate their relationships to knowledge in the field, their own imagined-future agency in the classroom, and their abilities and responsibilities to make sound professional decisions about the opportunities and practices of learning available

to their future students. I have imagined the following questions as conceptual tools to help me define this category of Discourse:

- To what degree am I responsible for the kinds of opportunities to learn my students have?
- To what degree am I an autonomous agent making decisions about the content and practices in my classroom?
- How might the decisions I make about content and pedagogy influence my students' learning?

Like the new media Discourse, the knowledgeable professional Discourse may be compatible or able to co-exist with other conceptions of English teachers. However, for example, this Discourse, which values teachers as agentive professionals, may not fit well within a school or system that is tightly governed by adherence to a particular pre-planned curriculum, set of learning standards, or rigid assessment system. Such systems tend to de-professionalize teaching and construct teachers as script-followers. The knowledgeable professional may struggle to find common ground within a pre-designed system, and a strong commitment to a conception of herself as a knowledgeable professional may lead to her rejection or subversion of that system.

Finally, within the community Discourse, teacher candidates negotiate their relationships and positions among peers, instructors, the institution of the teacher education program, and their imagined future colleagues. They seek out others who may be like-minded in terms of how they identify as English teachers, and they actively connect with potential collaborators all the while determining how to position themselves relative to peers and colleagues who may not share their identifications. Relative to the teacher preparation program, they come to identify with the values and goals of the program as they understand them or they become resistant to participation in the community of the institution. I have imagined the following questions as conceptual tools to help me define this category of Discourse:

- Who are the colleagues and peers with whom I want to align and identify myself?
- How will I position myself relative to the teachings of the institution of the teacher education program?
- How will I relate to teachers with whom I do not have a shared vision of English teaching and learning?

I have named the Discourses that I have recognized as prominent in the talk and practice within one teacher education program. While Discourses do not exist outside of the language and practices of individuals and groups, they do exist in the world as ways of being. That is, the ways of being an English teacher that are recognizable in the program I have studied have connections to and roots in teaching and teacher education outside the program. The New Media Discourse has connections to and roots in the literacy work of Knoble and Lankshear (2013), Killi, Makinen, and Coiro (2013), Serafini (2011). It is certainly not unique to this program, and the talk and practices within this program connect it to a larger conversation in teacher preparation.

The Discourse of knowledgeable professionals can be traced to Lee Schulman's (1987) work on pedagogical content knowledge, which has been extended by Ball, Thames, and Phelps (2008). Their work to conceptualize specialized content knowledge for teaching academic subjects argued that teachers have unique knowledge and understanding of their content that may be unnecessary or undesirable outside of the field of teaching. Knowledgeable professionals are expected to wield their knowledge in service of helping students become proficient users of academic content in authentic situations (Lampert, Boerst, and Graziani, 2011).

Interdiscursivity. In practice individuals may, and probably do, participate in multiple Discourses as English teachers. It seems impossible and not desirable to, in the practice of teaching, draw hard lines among them. They overlap, intersect, and borrow from one another. Certainly, no teacher or teacher candidate participates in just a single Discourse. However, my interest in this study is to analyze the Discourses in an attempt to understand what identifications they make available to teacher candidates during the methods course phase of their certification program and how identification opportunities may be transformed by talk. Therefore, I treat each Discourse separately below to present how my analysis has helped me understand the identifications made possible by each of these conceptions of English teacher.

Identifications available in the new media discourse

As I interviewed each of the participants, I began each interview by asking them about their perceptions of the teachers and classroom described in the cases I prepared for them to read. Each participant positioned her or himself relative to the values and Discourses of each case. The TCs talk and positioning of themselves

relative to the cases they read may indicate or provide evidence of some of the more significant values and Discourses prevalent in their preparation course work and program. In turn, the presence of particular Discourses, as my argument goes, offers particular opportunities for them to begin to identify themselves as particular kinds of English teachers while denying or neglecting to offer others.

It seems self-evident that no teacher education program, course instructor, or experience can present all of the possible ways to be an English teacher. Programs and individuals make choices about what they make available, and then TCs might either take all that is offered and come to identify themselves as reflections of their program, taking on the values and participating in the Discourses, and enacting the identifications made available, or they may turn to other resources including but not limited to their own beliefs, experiences, and biases as they construct identifications that suit their needs as beginning teachers. For example, certainly there are innumerable ways to be an English teacher. As I constructed in the cases I used in the CBI interviews, a teacher may identify as a strict adherent to the state standards, or she may be committed to student-centered culturally relevant teacher, or he may consistently use his classroom as a space of inquiry always using data to inform and improve instruction. In any case, how participants respond to scenarios and actions taken by teacher and students represented within the cases offered insights into how teacher candidates are positioning themselves relative to the program and how they are working through conflicts that arise—points at which they must make decisions and commit to particular Discourses and identifications (Bakhtin, 1981). The Discourses I have identified may also offer myriad identification opportunities, but the talk I observed and recorded made the three I discuss below especially prominent.

The New Media Discourse made available to participants three prominent identification opportunities within this teacher education program:

- English teacher with an expanded conception of literacies;
- English teacher as new media practitioner; and
- good teacher/bad teacher.

Through their talk in case-based interviews and during course meetings, teacher educators and teacher candidates constructed conceptions of these ways of being an English teacher. Further, their talk revealed that they had begun to position themselves relative to the identifications; that is, they had taken up or occupied the identification, rejected the identification, or tried to revise or amend the offered identification to better fit their developing conceptions of what it meant to be an English teacher. Below I present findings with excerpts from data created with CBI interviews and classroom observations between September 2010 and December 2010.

English teacher with an expanded conception of literacies. Multiple participants spoke about the place of digital literacies or new media in the English classroom and how their presence influenced participants' ideas about and definitions of literacy. Particularly, the teacher educators spoke often and clearly about their intentions of helping teacher candidates develop a broadened conception of what it means to be literate.

Melissa: I want them to do multiple things with digital media. The New Media Discourse was prominent in the interviews I conducted as well as in the classroom observations. The relative frequency of topics related to digital technology throughout the data sources may indicate that thoughts of technology, good, bad, or indifferent, were never far from participants' minds. As in the quote above, one of the ways that using digital tools was framed by participants was in terms of what teacher educators wanted, what their goals for teacher candidates were in terms of what they are able to do in the classroom. Melissa stated clearly in this quote what she wants to see in candidates' technology use. She expressed a desire for a certain kind of technology use, which may require teacher candidates to identify themselves in particular ways in relation to the tools at their disposal.

Melissa wanted teacher candidates to “do multiple things with digital media,” and her desire was manifested in the work that teacher candidates produced in each of their English education courses during this study in accordance with her stated teaching philosophy that teacher candidates should be students first and then teachers. Melissa's students completed assignments that were based on their use of digital tools. One of the assignments teacher candidates completed during the study was to select a formal paper they had written for an

English class, one they were especially proud of, and then they were to reconstruct the paper's argument in digital media, for example, a digital story, short film, or hypertext composition.

Another digital assignment teacher candidates completed was to create a hypertext using a canonical poem. They put the text of the poem into a PowerPoint slide and then created hypertext links to other texts and media related to the poem. About this assignment Melissa commented: "I want to know how that helps them think about it and how that is better or worse, different than the kinds of work they would have done with it in print" (Melissa, Interview September 17, 2010). Melissa's commitment to digital tools and inclusion of visual elements in their literacies in the English and English education classrooms create an identification opportunity for TCs (Bakhtin, 1981).

Melissa's rationale for assignments like these is that she wants students to see digital media tools as viable options, as something that they have the knowledge and skills to incorporate into their classrooms when it is appropriate and beneficial to students' learning:

I want them to be comfortable to try new things. I want them to be aware enough of digital media to know when it's an appropriate use for it. I don't want them to teach, teach, teach, stop, do something digital, and then pick up teaching again. . . . I would like it to be a comfortable choice for them. That it's something they choose because it works for what they need to do with students. So I want them to try it out. (Melissa, Interview September 17, 2010)

Melissa uses the phrases "I want," "I don't want," and "I would like" five times in the above excerpt. This indicates a value placed on digital tools as an option in English teaching. Despite her language here that suggests digital tools should be a viable option, the frequency and prominence of new media and digital tools perceived by teacher candidates suggested a strong value, even a push, in that direction from their instructors and program. As I will describe below, teacher candidates interpreted Melissa and Tanya's emphasis on digital literacies as a sort of boundary line between an important identification to them: good or bad teacher. Either they identified themselves as technology users—good teachers, or not—bad teachers.

Related to what Melissa wants or expects in terms of teacher candidates developing comfort and proficiency with a variety of digital tools is her desire to help them construct conceptions of literacy that go beyond traditional ideas of reading and writing print texts. She stated,

What I've noticed is that no matter how digitally literate my students are outside of the classroom, once they walk into particularly an English class, they set it all aside as though it's not connected, which blows my mind, but they do. They stop thinking about the ways that they're doing other things outside of school and how the possibilities for that in an English class--because English means reading novels, reading poetry, writing essays. That's what English means. I want them to think more broadly. . . . I want them seeing what the possibilities are. (Melissa, Interview September 17, 2010)

Melissa's particular conception about literacy and the place of digital media in that conception give a certain shape and create a specific culture in her teacher education courses. It becomes clear to participants that the writing methods course they take with Melissa includes much more than teaching students to write essays and poems. They are immersed in digital literacies that some of them do not recognize as related to their original ideas of literacy at all. Tanya, as I will argue in the following section, shares many of Melissa's convictions about what counts as literacy, and participation in the two courses together creates or opens up a specific kind of identity space for teacher candidates.

Tanya: I was drawn to that part [of the case study]. Similarly to Melissa's description of the course she teaches the values and conceptions of literacy embedded in it, Tanya also imagined and designed her course with particular emphasis on a broadened conception of literacy that includes digital media and multimodal composition. Early in the semester Tanya informally assessed her teacher candidates' values and ideas about what English class is and/or should be. In reference to that assessment, she commented:

I think many of them have a pretty traditional view of what literacy is and they maybe wouldn't value forms of digital literacy for instance as much as, you know, they might say, you know, it's kind of important, but really [K-12 pupils] need to know how to write a letter--you know, they need to know how to do these more print-based practices. . . .they said well [digital literacy is] great and all, but when it comes down to it they need to know how to write a paper. (Tanya, Interview September 10, 2010)

Despite teacher candidates' expectations, like Melissa's, Tanya's course was designed with the intention that teacher candidates' conceptions of what English class is and what counts as literacy would expand. She explained, "We're trying to set up the expectation that you're always looking at more than one text and you're always looking across different forms of media" (Tanya, Interview September, 10, 2010). While coursework in Tanya's class focused more on teacher candidates' understanding of and ability to use multiple textual modes in their teaching such as using film alongside literature to support students' learning literary elements such mood and comics or graphic novels to help students develop visual literacy skills (where Melissa's focus is on their

ability to produce texts in multiple modes), the values across both courses appeared consistent. They each explicitly promoted an expanded conception of literacy that included digital media and tools of production, they each advocated for teacher candidates to see the English classroom as a space not limited to print texts, and both had a desire to lead teacher candidates to identify themselves as a kind of English teacher who values and will incorporate digital media into their students' literacy lives.

Through the exercises teacher candidates were assigned and the nature of the readings and talk in their courses, teacher candidates may find themselves confronted by an unexpected, if not uncomfortable identity space. As they participate in the Methods I and Methods II courses, teacher candidates are offered a construction of English teacher, which, as Melissa believed, is not commensurate with their prior experiences as English students. This potentially presents an identifying moment for teacher candidates, perhaps a decision. Their courses and instructors have created a particular construction of English teacher. The identity that is being offered is of a teacher who sees the practice of English teaching as a practice that necessarily is defined by a conception of literacy that goes beyond traditional print media and is welcoming and expecting literacy to include digital tools and multimedia composition/production. With this identity construction of English teacher made available to them, teacher candidates are positioned to include themselves in this identification, reject this identification, or possibly selectively adopt portions of it as they construct and craft the identities they will perform as English educators themselves. It may be, as Bakhtin (1981) argued, a moment of conflict for them, out of which they must forge a sense of a certain kind of teacher they intend to be.

Perhaps a prospective English teacher's conception of literacy is among the most important factors in how she or he identifies the position of English teacher (Grossman, 1990). What a teacher candidate believes to count as literacy, is likely to influence how that teacher candidate imagines her- or himself designing instruction, determining learning objectives, and setting parameters for what texts are valued, read, and written in a particular course.

As I have described above, the course instructors and the program in which the teacher candidates who participated in my study are enrolled each hold a broad conception of literacy consistent with contemporary

theories (Appleman, 2009; Lankshear, Knobel, & Curran, 2013) on the relationship between readers/writers and texts, the purpose of texts, and perhaps most importantly, what counts as a text and therefore what counts as literacy. In particular, digital literacies and the production and use of digital texts in this context are valued. Thus, the identification of English teacher being constructed and made available to teacher candidates by the course instructors and program more generally is one that incorporates and values the inclusion of non-print, digital texts and the literacies they support and require. In other words, if one is to imagine/identify oneself as an English teacher consistent with the conception created by this Discourse, then s/he must identify/imagine her- himself as one who values digital literacies. For some of the teacher candidates I worked with, this identification is commensurate with their a priori constructions of the identity of English teacher; however, for others, when their own historical conceptions of English teacher come into contact with identities that include and/or require inclusion of ICTs in their construction of what it means to be an English teacher, they experience conflict, tensions, and may feel forced to decide to take up or occupy one or the other of competing identities. Teacher candidates' historical conceptions of English teacher may develop throughout their years as students in P-16 schools during which they participated in an apprenticeship of observation (Lortie, 1975) that represented English/language arts and English/ language arts teachers in a particular way.

In addition to teacher candidates' personal histories and experiences in English classrooms prior to participation in this teacher education program, another historical aspect of their development as teachers may be relevant. The Methods I and Methods II courses were taken by most participants in the final semester of course work preceding student teaching—that is, these were the last courses in which they were enrolled in the program. In a two-year Masters or four-year undergraduate teacher preparation program, teacher candidates may have come in contact with many different potential teacher-identifications.

While I have only specifically studied two courses, throughout the study teacher candidates made references to the program on the whole and on several occasions to specific courses they had been enrolled in both inside and outside of the English education program. How might the identifications opportunities offered to them across courses interact over time? To what degree are identifications taken up and/or rejected at earlier

points in their preparation to teach influencing one another as they move through the different phases of the program? Melissa attributed teacher candidates attitudes toward new media and technology to their own personal histories, but what kinds of identities and values might candidates have been offered at previous points in time during their program work?

Given the value on using digital tools and expanding notions of literacy in courses (and the program) TCs found themselves at a decision point. Simply, they could identify themselves as as having an expanded conception of literacies and as such with Melissa and as participants in the New Media Discourse, or reject the identification as offered and position themselves outside that particular Discourse. However, as teacher candidates discussed new media and its place in their conception of English teaching, occupying this identity was not as simple as yes or no. As candidates talk about new media they also make explicit connections to the teacher education program, the institution. The identification, to them, seems to be intimately tied to the program and how they relate themselves to it. For example, a rejection of this identification ends up being not simply a rejection of an offered identity, but on some level a rejection of the institution that created and offered it to them.

Below, in my discussion of data from interactions with Lola, Kristi, and Jeremiah, I offer examples and examine how teacher candidates' talk positioned them relative to both the Discourses and the institution as source of the Discourses and the second and third available identifications: English teacher as new media practitioner and good teacher/bad teacher.

English teacher as new media practitioner and good teacher/bad teacher. Below I present excerpts from three participants, Lola, Kristi, and Jeremiah whose talk about technology use in their coursework and future teaching are examples of ways that participants recognized the identifications of English teacher as new media practitioner and good teacher/bad teacher as available to them within the Discourse. I have combined their presentation here because they are both salient in the examples of talk I present below. Further, they became conflated in the talk because it seems clear that identification with English teacher as new media practitioner is interpreted by participants as good teacher, while not identifying as new media practitioner is

equated with bad teacher. I recognize that good teacher/bad teacher are both simplistic and dichotomous terms for this identification, but I have used the language of the participants to name this identification. Moreover, the straightforward language signifies how clear the line between one and the other are as perceived by teacher candidates.

Lola. Lola was a White, female teacher candidate enrolled in the English education Master's program when I interviewed her. She was also the only one of my participants who was simultaneously enrolled in a reading course I was teaching at the time of the study. She graduated four years prior to the study with a degree in English from the same university, and she had been working in the publishing field prior to returning to school to earn her credentials for teacher certification. At 27 years old, she was the oldest participant who agreed to be interviewed for my study.

Lola's response to CBI # 3 in particular prompted her to talk about how she viewed herself and English teaching relative to technology use and digital literacies as part of a secondary English curriculum. Lola indicated, for example, that she was intrigued by the teacher's use of the video camera as a data collection tool, but that she was not sure if she could do that. When prompted, she expanded to suggest that she was not, in general, very tech savvy, and therefore, weary of being that kind of teacher.

Tenore: You mentioned technology as an element of teaching that you would like to be able to incorporate. I got the impression that maybe you didn't quite feel adept?

Lola: Right. That is spot on. Yea I feel like a lot of technologies, and I know I should be good at that stuff, but I'm really...

Tenore: Why do you feel like you should be good at it?

Lola: Because everyone's like well you're young and you guys know stuff. I can barely turn my computer on. I, you know, have an old school, I finally have a Blackberry. I had an old school phone for a long time, you know, but I just feel like I don't know, and I was only taught with books, so until I learn stuff here I don't know it.

(Lola interview, October 12, 2010)

In this excerpt from her interview, Lola offered evidence of an identification being made available to her by “everyone.” It is unclear exactly whom she means, but over the course of the interview, as I discuss below, she suggested that her instructors and the graduate program in general construct a space in which digital technology use in the classroom and a conception of English teachers who make regular use of new media and digital tools is highly valued. Lola reported that she feels like she “should” be more adept with technology, which may suggest her sense of feeling pressured to envision herself in a particular way as a future teacher.

An identification opportunity is being recognized by participants—English teacher as new media practitioner, and, according to the course instructors, this is intentional on the part of the teacher educators and the program in general. Consequently, teacher candidates perceive an expectation, a conception of English teacher that specifically includes valuing and using new media and digital literacies. In the interview excerpt below, Lola elaborates on her perception of the strong value and identification with new media in her program, and the identifications made available to her and her peers. She describes feeling as if a dichotomy is established that creates an opportunity to occupy an identification not only as a participant of a specific Discourse within the program, but as a good or bad English teacher. A dichotomy which Lola rejects as she works to piece together a hybrid identification on her own.

Lola: I think, and it's not about specific professors, it's about a vibe [in the program] a little bit. If you're a little more traditional in your approach to things, if you're not getting as involved with the technologies, I think people tend to feel a little bit more excluded, not excluded, that's too strong. But I feel like, people become afraid I guess that if they're not using all these new technologies [such as blogging, social media, digital storytelling] they are going to be a bad teacher, and it's not explicit or anything like that. I think it's just for the push for technology and thinking about these new literacies is so strong [in the program]. I think that if people don't fully embrace it or aren't becoming open to it it's harder for them.

T: Harder to...?

L: Harder to feel like they're going to be comfortable in the classroom.

T: In a [program] classroom?

L: No, sorry in the classroom that they teach in beyond [the program]. And I think sometimes, and I feel like I'm speaking for other people cuz I'm like I feel like every day I've become more open to these new literacies and new ideas um, but coming from the beginning of the program I was like I don't know I just want to like teach from a book, why can't I teach from a book. Originally I was very intimidated. But, you know I think when people start to, I don't know I feel like if you open your mind up to it and get on board with this idea then you're likely to see the benefits like all these benefits that I feel like I see that I didn't see before. But I feel like if they're not on board the students who maybe aren't as like willing to get on board with that idea maybe feel less comfortable with where they're going. (Lola, Interview, October 10, 2010)

The participants I interviewed not only recognized that an identification was made available to them in the form of their beliefs and values about what counts as literacy in an English classroom, but that recognition also created identities in response to the invitations from their instructors. I am not sure whether to label it resistance to new media or adherence to traditional print media, but teacher candidates perceived the opportunity, socially constructed by their peers and instructors to identify themselves as either on board with these ideas or not. And, according to Lola and other participants, additional identities were opened up in terms of being a good or bad teacher in association with their definitions of literacies and whether or not they intended to be a “book” teacher or new media teacher. While my sense is that the course instructors would resist this dichotomy, it seems that one was forming in the minds of this teacher candidate.

Lola also mentioned originally feeling intimidated. Again, I do not think that she feels she was deliberately intimidated by her instructors, but this comment speaks to the identification expectations related to the backgrounds of teacher candidates who enter this program. Students who were more or less predisposed to, or expecting to participate in, a traditional, print-based conception of literacy found an identity space created and offered to them--likely a space they did not expect to occupy, and as a result were positioned as outsiders and felt uncomfortable about it.

In Lola's case, she was offered a new identification and she negotiated her way through and into it. She found that thinking about comics and digital literacies may be useful to her students and found a way to make

these ideas fit into her original conceptions of herself and the kind of English teacher she wanted to be, which was anchored by wanting to help students love or bear reading. Lola was able to see how new media and literacies not traditionally included in the English curriculum might help her achieve her original goals. She hybridized her original thinking about English teaching and part of the program's ideas and constructed an identity space that she felt she could be committed to and comfortable in.

Kristi and Jeremiah. Kristi and Jeremiah echoed Lola's recognition of the emphasis and persistence of new media and digital technologies in her coursework within the program. She commented: "I think one class on new media is great. Six of them is a little overkill. I feel like I've taken three of the same classes here. And when you add up all of the costs that's an expensive little education on new media" (Kristi, Interview, October 19, 2010).

Jeremiah agreed that teacher candidates' feel inundated with technologies, especially in terms of composition. He said, "I think people are receptive the first time we heard it, but like to be honest a lot of stuff that happens in Melissa's class we're like, we could like, we've done a lot of this stuff already. That's sort of the general tone of the people I know is everyone feels like they've done it many times and we'd like different tools maybe" (Jeremiah, Interview, October 22, 2010). He went on to explain that his courses have begun to blend together in his mind, especially where learning to use various digital tools is concerned. Like Kristi, he feels that the classes he has taken emphasize technology and it has gotten repetitive. The concept that Jeremiah said he mostly "takes away" from his time in the program is that he should incorporate technology into the classroom.

Evidence exists that teacher candidates' perceived opportunities to identify themselves as new media practitioners, which for some is exciting and refreshing, while for some it is intimidating, frustrating, and in conflict with the pre-conceived identifications they already made for themselves as English educators. Again, as Bakhtin (1981) would describe it, this is a conflict point at which individuals must make decisions to accept/occupy or reject a particular way to be in the world—specifically in this case a particular way to be an English teacher. Like Lola, Kristi recognized a conflict in herself when thinking about the English teacher as

new media practitioner Discourse. However, the sources of her conflict varied from Lola's. I discuss Kristi below.

Kristi. Kristi found herself consistently having to work through a perceived dichotomy between the work of English teachers she observed in schools and the nature of English education presented in her course work. She observed students in schools working at traditional reading and writing, print-based tasks. At the same time, as described above, she found in her coursework a heavy emphasis on new media/digital technology in the English curriculum. One challenge this created for Kristi was her perception that “all of this” was being lumped (or dumped) into the English curriculum, a trend that she resented and resisted.

Kristi: It seems like, well, not only do I have to teach you how to write, I have to teach you how to write in a digital essay and I have to teach you how to write, and it's just like why can't we tack on some of this in history? It's just like not only do I have to learn grammar and literature and writing but I have to learn all of this technology as well. (Kristi, Interview, October 19, 2010)

Where Lola experienced, in terms of her identification as an English teacher, pressure to make a decision and choose between either being a traditional teacher or one who incorporates new media/literacies into her curriculum, the identification Kristi perceives available to her is that of teacher with more to do than she expected. Lola was experiencing a phenomenon of replacement, where Kristi is experiencing a phenomenon of in addition to. She recognized, as did Lola, a potential value in new media for the English curriculum, but she continued to cling to the expectation that any incorporation of new literacies would be added to the traditional print-based reading and writing. In the quote above, Kristi twice uses the phrase “not only do I have to,” which suggests her perception of an added responsibility that content area teachers such as history teachers do not also take on.

And that's kind of the mentality that they're teaching us here is that you're not a successful you, you. . . it seems like they're saying you're not a successful teacher until you know this technology, and I disagree. I think that you can be a fabulous teacher and not have any technology in your class whatsoever. Now granted I'm probably going to use technology in my class because I personally think it's necessary and it's a huge part of students' lives and why would you not utilize something that they're already good at. (Kristi, Interview, October 19, 2010)

Like Lola, Kristi described an identification being made available that suggests that in order to be a “successful teacher,” one must know and know how to teach (with) various digital technologies. A conception of English teacher that she flatly disagreed with. Another similar theme emerging here is that Kristi came to the program with what she believed to be a well-defined and acceptable-to-her conception of what the identity English teacher was, and she found it challenged by her instructors and coursework. Where Lola proved to be more amenable to re-thinking her identification in response to the content of her courses and the “vibe” of the program, Kristi’s response is more complex. On one hand she appeared to dig in her heels with the declaration, “I think you can be a fabulous teacher and not have any technology in your class whatsoever.” On the other hand, she readily acknowledged the potential value for her and her future students of incorporating digital literacies in her English curriculum as elements of who her students are and the skills and knowledge they bring with them. However, she continues to resist the notion that she must teach students, for example, how to compose in digital media.

Like Lola, this represented a moment of conflict for Kristi, a point in her development at which two seemingly incompatible identifications came into contact. She perceived that she had a decision to make, that she must choose a side, choose to identify herself one way or the other. Where Lola, seemed to successfully and selectively incorporate conceptions of herself and English language arts from both the identity she brought to the program and the one the program offered her, Kristi appeared to keep them separate and created a situation for herself in which she finally declared that she “disagreed.” I think this is related directly to the perception among teacher candidates that the program and their coursework espouse a particular conception of being a good teacher that includes new media/literacies. This represents an identification dilemma for teacher candidates as they perceived that they must choose to maintain their traditional identifications and thus be outsiders in the eyes of their program or abandon or revise their identifications to be in line with the program, which created a significant conflict for their perceptions of themselves.

Identifications made available in the knowledgeable professional discourse

Two identification opportunities were offered to teacher candidates within the knowledgeable professional Discourse:

- teacher candidates as decision-makers and
- critical evaluators.

The second identification grew from the position of decision-maker, and could be seen as teacher candidates positioned themselves as knowledgeable enough to identify themselves as evaluators of decisions others made or suggested.

Teacher candidates as decision-makers. Each of the course instructors explained that she wanted teacher candidates to have knowledge and confidence to make decisions that would influence their pupils' learning. As noted above each wants her teacher candidates to develop a broad and deep conception of what it means to be literate and that there are many ways and contexts in which their pupils will be literate and expected to participate in the literacies. In addition to expanding traditional notions of literacy, teacher educators in this study intended for candidates to have broad experiences as both readers and writers of multiple types of texts. Their rationale for such wide-spread experiences is an attempt to help teacher candidates build a strong and flexible initial repertoire of ideas and practical and conceptual tools to engage youth in English classrooms, to help them learn in ways that expand upon a "stand and deliver" model, because they recognize that all students learn differently, bring different experiences with literacies to the classroom, and deserve to work with a teacher who can make decisions to meet their individual needs rather than rigidly replicate past experiences in English classrooms.

Melissa specifically addressed this attempt when I questioned her about what she felt the program did well for teacher candidates. She explained that she felt the program does a good job at helping students conceptualize their practice, but could do better at supporting them in how they use their conceptual frameworks to make choices about their teaching (Melissa, Interview, September 17, 2010).

In addition to Melissa's attempt to help teacher candidates re-create their visions of secondary English classrooms, Tanya, on more than one occasion, challenged teacher candidates in her course with prompts such as: Why would or wouldn't you use this approach? What's promising and what are potential problems? A directive like this positions teacher candidates as participants in the decision-making process that shapes and creates a secondary English curriculum. She is not positioning them as recipients of previously agreed-upon knowledge or beliefs based on a conversation they did not participate in. The identification being offered is one of authority, autonomy, and power. It is up to teacher candidates to select the nature of the experiences their pupils will have in their classrooms, and within that position is an assumption that individuals will have professional knowledge and the abilities to make informed, intelligent decisions. When teacher candidates discussed this prompt from Tanya, rarely did they rationalize and support their arguments on the basis of learning theory or research-based teaching practices. More typically, teacher candidates accepted or rejected a practice (such as using critical theories in secondary English classrooms or for example, music lyrics) based upon their personal experiences in English classrooms. In the moment of the discussion they might argue that high school students "couldn't handle" using Deconstructionism as a critical lens to analyze a piece of literature. Or, perhaps those with some classroom experiences might suggest that their students would not be interested in a particular practice or approach.

Teacher candidates as critical evaluators. Despite the teacher educators' attempts to broaden candidates' conceptions of what an English education might look like, another phenomenon occurred in relation to the simultaneous positioning of teacher candidates as decision-makers. They clung, in many cases, to their own experiences, beliefs, pre-conceptions, and values as educators. In essence, what happened in this space of identification, was that teacher educators offered an identity of "decision maker", one with authority and power, but teacher candidates often used the opportunity to decide to resist the conceptions of English teaching and learning being promoted by their instructors. The construction and offering of the opportunity to be a decision-maker allowed some of the teacher candidates to cling to their previous beliefs and they assumed the authority to decide that what they already believed to be true was the best course of action.

Another interpretation of the “decision-maker” identification offered to teacher candidates is that some of them recognize it for just that: the opportunity to make decisions about the tools they will use and the ones they will set aside. Jeremiah and Anton, specifically, recognize the emphasis and attention to literary theory and how they can use those to create instructional practices and opportunities to learn for their students. They saw examples and emphasis on a wide variety of practical strategies (technologies) as opportunities. Kristi, on the other hand, perceived a lack of opportunities to learn how to do the things that she viewed as valuable and necessary content in her teacher preparation: keeping a grade book, teaching students to create video products, teach novels, and so on.

What is interesting to me here is that TCs who are present and in-the-presence-of similar material and opportunities are packaging the opportunities differently for themselves. Some are taking what they are getting and doing something conceptual with it, and others are lamenting what they are not getting, what’s not being made available to them.

Teacher candidate beliefs come into play here, too. Jeremiah told me that if he reads something and does not believe it will work, then he sets it aside and decides that he will not even try it (Jeremiah, Interview, October 22, 2010). Jeremiah stated clearly that he believes he can “pick and choose;” especially when he compares what he is learning in his methods classes to what he sees happening in his practicum classroom and the thoughts of his mentor teacher. For example, in class, Jeremiah stated that he would not use Marxist critical theories in his classes as a theoretical framework for analyzing literature. When he broached the subject with his seventh-grade mentor teacher, she “looked at [him] like [he] was crazy” because she would not consider using critical theories like that with her students.

While it may be a stretch to ask seventh graders to read Marx, the critical theories and thinking that follow from Marxist principles may be adapted to inform literary study in middle school. Jeremiah is discounting ideas and tools that may be available to him because on the surface they may be inappropriate or ineffective with a certain group of students—and because he is not seeing it done in a real classroom. I believe that both Melissa and Tanya expect TCs to think about the parts of what they are learning that may be useful.

However, in the case of Jeremiah, he is disregarding the whole thing without imagining what parts of it may be useful.

In Tanya's reading of the CBI documents, she noted that the teacher in Case #1 valued having students "think and talk about their own ideas" (Tanya, Interview, September 9, 2010). She also noted that she intended to help TCs think about ways to help students "talk about their own interpretations. We also did some readings on multiple readings of texts so that there's not just one meaning in the text that there are multiple ways of reading things" (Tanya, Interview, September 9, 2010). While Tanya's point and emphasis here is on helping TCs learn to value and promote their future pupils' thinking and interpretations, the conception of choice and decision making available here, as I will show below, was often taken up by TCs in a position of critical evaluation in which they were empowered to accept or reject readings or theories as they did or did not concur with already held identifications as English teachers. Throughout the program of study for teacher candidates they are inundated with ideas such as Reader Response Theory, a variety of critical theories used to interpret literature, and they are encouraged consistently to make decisions for themselves as future teachers. I wonder if this is not taken up as license on their parts to accept or reject options because they are not consistent with their own notions of English and English teacher; simply, I wonder if the power to be decision-makers doesn't have the unintended effect of permitting closed-mindedness.

Melissa also noted inconsistency among TCs in their claims or plans for action that seemed to adhere to principles of learning and teaching they have been introduced to such as constructivism and reader response theory and student centered pedagogies, but when TCs write lesson plans or actually teach children, then they lose those principles and revert to their own notions of what should be—which looks a lot like very traditional teacher centered teaching.

As Lola began to see herself as a decision-maker, the criteria for her are most often, "do I have the knowledge and skills to teach like this?" She sees herself as a blank slate being written upon by the program with little regard for any preconceived notions of what English education should be; in fact, she commented that she had usually thought of her own high school English education as pretty good until she began to learn what

English education “could be” in her master’s program. However, when she read the cases for the interview, she often commented that she “would like to” teach in a certain way, but didn’t yet feel comfortable. This feeling usually came to her where specific digital technologies were involved like video cameras, digital story making, or the like. It was not the concept or idea of using these as literacy tools and literacies in her classroom that she objected to, rather it was her perception of her abilities to use the tools that limited her identification as a teacher who could or would decide to use approaches that included or required such tools.

Kristi, on the other hand, did have a fairly rigid conception of what English education could and should look like and involve for secondary students. And she used the conditions of her teacher education which encouraged her to be a decision-maker to freely reject certain aspects of the program that she felt were not useful, necessary, or in general in keeping with her own vision of what she believed English education meant. For example, Kristi’s perception is that as a teacher candidate she is being asked to perform and create as a student rather than a teacher candidate. Her perception is that she and her classmates spend a great deal of time creating products such as video essays, multigenre papers, and the like without having time to learn how to teach pupils to create them. She commented, “I would kind of like to see more ‘here’s an essay from a student now grade it,’ as opposed to me writing the essay [sic]” (Kristi, Interview October 19, 2010). While it is clear from the comments of the TEs that their intention is for TCs to become confident and informed decision-makers about the curriculum and practices of their classrooms, it seems that Kristi has taken on the role in a way that allows her to make decisions about the content and curriculum of the teacher education program. She has very specific ideas about what teachers do, for example, they assign tasks and grade them. From Melissa and Tanya’s perspectives, the decision-making comes into play as teachers decide what tasks to assign. And while Kristi tends to identify with the nature of the curriculum she’s being prepared to use, she has trouble accepting the curriculum of the teacher education program being used to prepare her as a teacher. She commented in an interview:

Yes, how do I keep a grade book? I have no idea not a clue couldn't even tell you. How do I deal with a student I don't know who's grandmother just passed away and they can just not concentrate in class [sic]? Couldn't tell you. Have no idea? How do I grade, how do I create a rubric around a descriptive essay? Not a clue, couldn't tell you. But I could tell you how to write an essay and I could tell you how

to do hypertext all day long I could tell you how to make a movie on imovie, but I couldn't tell you how to grade it. So, that's where I think it's lacking a little bit and I think especially hearing kind of the discussions there's a lot of my peers move more towards the 'yeah I'm going to use this and it's going to be awesome and we're going to do comics and all that stuff and it's going to be great,' and I'm like that's awesome but what about this? What about the foundational stuff. What happens when I have to teach *The Scarlett Letter*? (Kristi, Interview, October 19, 2010)

In this excerpt, Kristi is making a distinction between what she's learning and her conception of teaching as a historical practice, which represents what she believes she will be teaching or asked to do as a teacher. There's a conflict in her identification as a certain kind of teacher. Kristi has a specific conception of the job-tasks and situations she may be confronted with as an English teacher and ideas about the kinds of tools she will need to successfully do her job well. For her there is a gap between her perceived reality of the enactment of English teacher in a contemporary public school --which seems to be connected to an entrenched, historical notion of what teachers do--and the skills she has the opportunity to develop in her teacher education program. While Kristi was experiencing conflict and frustration about the kinds of tools she had the opportunity (or not) to learn to use, Anton was more satisfied and perceived the opportunities to learn to use specific tools as additions to his beginning repertoire.

Anton. While Lola makes decisions based on what she feels she has the ability to do and Kristi seems to make choices about her teaching rooted in her vision of what English teachers do and who they are or what she has seen and conceived through her experience, Anton also came to the program with some ideas of the kind of English teacher he wanted to be. However, while Kristi often seemed frustrated by the curriculum of her program, Anton felt empowered by the options he was being given. He said, "I think before I came to [the program], I kind of had an idea of how I wanted to do things and some of that is engaging students, just having them interested and over the course of my time at [the program] the program has really given me the how to do it" (Anton, Interview, October 14, 2010). Anton felt that his coursework and instructors were offering him "tools in a tool box" that he was empowered to choose from in order to enact and perform his vision of English teacher. As a decision-maker Anton is similar to the other TCs I interviewed in that he feels free and comfortable to evaluate the teaching he sees in the CBI documents, sometimes based on his own prior conceptions of teaching and often relative to what he has learned in the program. However, Anton differed from

some of the other participants in that he does not feel boxed in by the curriculum of the program. Where Kristi and Lola felt they had to decide to be a certain kind of teacher or they may not be “good” teachers, Anton takes a more flexible approach. He perceives all that he is being exposed to as just that, exposure to options from among which he can select the tools he needs to achieve the goals and enact the values he has—the identification he has as an English teacher. While Lola and Kristi seem to feel confined by the opportunities to identify themselves provided by their preparation, Anton recognized an opportunity for flexibility and multiple possibilities. He does not feel restricted by the image(s) of teaching he was presented. Rather, he feels like as he learns the “how” of the ideas he already had, he is also being offered new options.

Anton, more than other participants, shared with me his experience as the recipient of what he called closed-mindedness in his courses. He described how his peers might discount his ideas in class because they did not coincide with their own. He described one such scene:

One time because I am Asian and a lot of quote unquote inner city urban students are African American, and I know that from my own experiences um a lot of the kids that I tutored and mentored in my undergraduate years, they say that hey if I play ball if I'm good enough I can get a scholarship and I can become famous or if I go into rap music I can be rich. And I share that in class, and I say you know while that is not all African American inner city students a lot of them are sold that image on TV and popular culture. And one of my peers, who I don't always get along with, she feels that just because she's African American ... she got really defensive about it and she was like ‘uh-uh, uh-uh I don't know what you're talking about’ and I feel like okay I understand, and I made it clear that that’s not the case for every single African American student out there, I said that specifically. However from my experiences from the kids that I was tutoring and mentoring a lot of them are like that and you can't tell me that's not the case because that's my experience. I just, I mean, when that happened I was just like maybe I just wouldn't share as much in class. (Anton, Interview, October 14, 2010)

In this case, Anton’s peers had enacted the identification of “decision-maker/evaluator,” and this is complex because Anton, too, has stepped into the opportunity to identify himself as a decision-maker in this context. His claim and recognition of the difference between his own identification and some of his peers is that he sees himself as an open-minded-tool-user, whereas his classmates seem to have already made decisions about what will and will not be, who they will and will not be as English teachers. Also, Anton and his classmate engaged in a specific instance of peer-peer evaluation during which Anton’s experiences as he described his perception of them were down-graded and dismissed by a classmate who viewed herself as being in a position of knowledge and power to evaluate Anton’s statement. The specific nature of this interaction around issues of

race and identification are beyond the scope of this analysis (though I will return to them in the Discussion chapter). However, it is important to acknowledge, especially in the context of an examination of identities and positioning, that racialized conceptions of self and others may play a prominent role in negotiating issues such as who has the authority, power, experience, and legitimacy to position self and others in specific ways. How does a common or different racial experience empower or limit the ways future teachers can think and talk about future students? How do future teachers position themselves and other future teachers as racialized participants during talk about curriculum, strategies, and intentions for student learning?

One of the potential consequences, one that came to fruition in Anton's case, is that the assumption of the identity of critical evaluator within the teacher education classroom has led Anton to not share his ideas and participate as much in class discussion as he would like or as he previously did. As a result, a strong voice for a particular vision or identification as an English teacher who values popular culture texts such as rap music and videos in the classroom, student engagement, and a vision of students' lives beyond the classroom, has been removed, silenced in arena. Also, Anton's refusal to recognize and engaged the critique leveled at his talk may result in the two additional forms of silencing. First, his interlocutor may be denied the opportunity to engage in a relevant and constructive interaction about race, perceptions of African American youth, and teacher's roles and/or responsibilities for participating in the perpetuation of particular stereotypes. Second, the entire class—predominantly White—was denied access to a more drawn out and complex discussion/examination of important racial issues such as youth identities and teacher's perceptions of who youth of color are and perceive themselves to be. In the context of a study that explored opportunities for teacher candidates to identify themselves, the fact that the two speakers in this interaction essentially shut each other down represents, in my mind, a significant lost opportunity for all of the teacher candidates to explore issues of race in the English classroom, and potentially only take away from the event that race is not what we are talking about here. Teacher candidates taking opportunities to enact decider, evaluator or critical commentator are all relevant to the third Discourse, community Discourse, and how teacher candidates perceive their interactions with their peers in a community.

Identifications made available in the community discourse

As a social practice, learning to teach in the program lead to the construction and perception of communities and sub-communities with the group. The communities created opportunities for two identifications:

- collaborative colleague and
- Program participant.

In terms of opportunities to identify themselves as particular kinds of English teachers, teacher candidates looked to their peers as identification resources, and in the process constructed themselves as collaborative colleagues. I chose the term collaborative not to suggest that relationships that were always friendly or cooperative; rather, I recognized among participants that they were identifying with one another, in opposition to one another, and some times doing some of both. They were working together, consciously or not, to construct their conceptions of being an English teacher. The experiences that each brought to the courses and program, beliefs, expectations, attitudes, and conceptions of themselves as teachers, when shared through talk and teaching demonstrations provided participants with opportunities to identify themselves with specific conceptions or to reject offers to participate in a particular identification.

During my observations of course meetings and interviews with focal participants, I recognized various aspects of the social practice of learning to teach that I might define as communities. Specifically, I mean that participants grouped themselves according to certain attributes they perceived among their peers and themselves. Teacher candidates described groups of individuals that were identifiable/recognizable based on their actions, choices, responses, beliefs, desires, values, and perceived strengths and weaknesses as prospective English teachers. The presence of these recognizable groups of people offer teacher candidates opportunities to try on and accept or reject certain ways of being an English teacher. In this way, the social communities or groupings among peers served as an identification resource in that TCs have the opportunity to identify or not with the enactments of English teacher available to them.

By contrast, for example, no teacher candidates were vocal adherents to a behaviorist conception of learning and language arts instructional practice. As such, the community in which TCs were being prepared, did not make identification with behaviorist theories and principles available as a resource for deciding what kind of English teacher each wanted to become.

Program participant. In addition to the micro communities of classrooms and peer interactions that teacher candidates participated in was that of the The Program. Consequently, identifications emerged in response to what seemed to be a powerful force—teacher candidates positioned themselves in relation to the program. Sometimes they were “with the program” and sometimes against it, but always, at least to some degree, the identities they constructed had some relation to it.

The teacher education program in which participants are enrolled had a certain “vibe” to it, as Lola said, “It’s not about specific professors; it’s about a vibe [in the program] a little bit. . . . I think it’s just for the push for technology and thinking about these new literacies is so strong [in the program] I think that if people don’t fully embrace it or aren’t becoming open to it it’s harder for them” (Lola interview, October 10, 2010). Lola recognized the program as an entity unto itself with specific values and ways of doing and being an English teacher. From her perspective, as a teacher candidate one is either with the program or not: “I feel like if you’re not on board the students who maybe aren’t as like willing to get on board with that idea maybe feel less comfortable with where they’re going” (Lola, interview, October 10, 2010). As she saw it, while she (and her peers) were members of the larger community by virtue of their enrollment in the program, there were specific values and practices that are quite clearly held in high(er) esteem than others. The opportunities and resources available for constructing one’s identification as a teacher are somewhat black and white. A TC is either “on board” or not. This is a potential moment of conflict for participants in which they encounter what may or may not be an internally persuasive discourse (Bakhtin, 1981). However, while it may not be an irrefutable authoritative discourse as Bakhtin defines it, it is certainly a discourse that comes from an authoritative place—the program and the professors who comprise it. As such, participants—teacher candidates and perhaps also teacher educators, may perceive specific messages or narratives or identification opportunities as irrefutable or

mandatory. When this is the case, if a participant desires to take part in the activity and the rewards (teacher certification) of participation, then they may find themselves getting along to go along.

Specific practices or values that were named by focal participants during the CBI interviews as valued by the program were: use of technology/new media; conducting productive class discussions; student writing; use of young adult literature; student engagement; and student learning. Responses around these topics and concepts were remarkably consistent. For example, I asked each of the respondents what kind of teacher they believed their program wanted them to become, and these answers appeared consistently across participants. Interestingly, Kristi, Anton, and Jeremiah made specific reference to another professor's course on classroom management and one on linguistics. The participants perceived this professor and her courses to be outside of the English education program but very much an integral part of their learning to teach process. I mention her here as evidence of participants' recognition of the different resources available to them with which to construct their identifications as teachers. Respondents perceived her courses to be highly practical in terms of managing student learning in the classroom; they believed they were adding tools that could be used on day one of their teaching like where to stand in the classroom, how to create routines for pupil participation in class, and how to establish and maintain a classroom/behavior management program. In instances specific to English language arts, this professor taught students how to teach sentence diagramming as a means of grammar instruction, a practice that was specifically frowned upon and not addressed in their English education courses.

Again, I mention this professor's courses for two reasons: first, she was often cited as a source of information or point of contrast to the two focal courses I observed; second, the juxtaposition of the courses I observed to what I was told of this professor's courses brings into relief the identification resources and opportunities made available to TCs by their English education program. The differences between the identification resources contributed to participants' sense that they had to choose a way to be. As Lola stated, they were either on board or they were not.

Jeremiah added that, "If you don't like theory like and you're going through [The Program] you're going to be a very depressed person. We get so much theory and so, not so little practical stuff, but more theory

than practical stuff or stuff that we'll do" (Jeremiah, Interview, October 22, 2010). Again, there is a strong sense of a particular type of resources made available. In this case, theory and more theory. Jeremiah asserts, almost, that a teacher candidate does have a choice—she either likes learning theory or she can be depressed. Teacher candidates have long pined for practical tools, while schools of education have valued theoretical foundations for practices.

Another aspect of the program as community and identification resources that participants named was what I call a narrowness of the experience. While teacher candidates recognize and claim for themselves the identification of decision maker in terms of how they will practice English education, they also perceived both a narrowness to the scope of options they had been offered and they recognized the concept of "tools in the tool box." Jeremiah recalled an exercise in which TCs were to prepare a lesson introduction, and he described the whole class creating lesson introductions that incorporated a journal writing entry by pupils, because, he said, that is all they knew how to do at that point in terms of introducing a text or lesson.

Kristi, too, was particularly critical of the narrow scope of what she had learned to do to this point. At several points in our interview, she commented that she did not know how to teach students to write essays, to teach a novel, or to grade student work. Her point was that she was being asked to produce these, but she did not feel she had been offered the opportunity to learn to teach them. Again, there is a collision point here between TCs' own experiences, what they believe they should learn or will need to know how to do in order to be effective teachers and the values and practices of the program as a whole. As an identification resource, one that provides opportunities to teacher candidates to construct the kind of teacher they want to be, there was a strong sentiment that their options were limited as members of this particular community.

In summary, from my use of the CBI interviews and classroom observations has emerged three Discourses, which create particular opportunities for teacher candidates to identify themselves as particular kinds of English teachers. Likely, there are many more than three ways to parse these data and think about what is happening in the interactions of people, texts, program, and goals. However, as one strategy, my analysis of the Discourses I have named here might present teacher educators with a framework for thinking about how talk

happens, is taken up or rejected, and to what end in teacher preparation work. One of the motivations for my undertaking this research was an interest in exploring and trying to understand how what teacher candidates make sense of the opportunities they have to learn in teacher preparation and what they do with all of the information they get. What I have reported here is certainly not an exhaustive list of possible outcomes, but it may shed some light on the idea that teacher candidates may not be doing what we as teacher educators think they are doing with the messages and information we make available. Some of them experience real conflicts that may be obstacles to their develop as teachers. Some may be amenable to “new ideas” while others may be struggling to cobble it all together in a way that makes sense to them as students first, teachers later.

CHAPTER V

FINDINGS: RESEARCH QUESTION TWO

In this chapter I will report on findings related to research question 2: How are the discourses and associated identifications transformed through language use in course meetings? The findings reported and discussed in this chapter will extend and deepen the categorical findings reported in Chapter Four. Findings here emerged from analysis of talk that occurred during the course meetings of Tanya's and Melissa's classes. I have selected specific excerpts of transcripts from the course meetings because they accomplish two goals:

- they triangulate and build upon conclusions I formed in my analysis of CBI transcripts regarding the identification opportunities available to teacher candidates, and
- they illustrate and exemplify the ways in which talk as an identification resource might be marshaled to offer, occupy, deny, or transform a Discourse and as such an available identification for teacher candidates.

I focus my analysis on data created during observations of both Tanya's and Melissa's course meetings between September 2010 and December 2010. Each observation lasted for two and a half to three hours, I audio- and video-recorded each meeting, hand-wrote field notes, and during the semester I observed a range of interactions including:

- Lectures by the teacher educators, which often included PowerPoint presentations, or other visual media such as videos or digital stories;
- Presentations of practice secondary English/language arts lesson plans composed by small groups of teacher candidates;
- Whole class and small group discussions on topics such as literary theory, uses of digital tools and media in secondary English, and the affordances, constraints, and potential consequences of decisions teachers might make in their classrooms.

Table 5

Classroom Observation Schedule

Classroom Observations	
September	Tanya: 9/23; 9/30
October	Melissa: 10/4; 10/22;10/17
November	Tanya: 11/11; 11/18 Melissa: 11/3
December	Tanya: 12/9 Melissa: 12/6; 12/8

In the following sections, I have organized my findings according to the three Discourse categories and related identifications I conceptualized and described in Chapter Four:

- New media Discourse (associated identifications with expanded conceptions of literacy, as new media practitioners, and as good teacher/bad teacher);
- Knowledgeable professional Discourse (associated identifications as decision-makers and critical evaluators); and
- Community Discourse (associated identifications as collaborative colleagues and program participants).

I have included the data excerpts in this chapter because they are moments during which the talk among participants represented moments of disruption, conflict, or agreement in ways that pushed against or reified the expectations of the Discourses I identified. The first examples I present below illustrate the nature of talk related to the new media Discourse.

New media Discourse

With the following examples I will argue that talk about new media and/or digital tools created situations in which identifications offered were contested or resisted or that talk transformed the identification opportunity:

- Teacher candidates' contemplations of emerging technologies and their potential use in English classrooms;
- Teacher candidates' persistence in naming parallels between digital compositions and traditional writing practices; and
- teacher candidates and teacher educators language use that included temporal markers that suggested an identification conflict for teacher candidates as they worked to negotiate both their present identifications as teacher candidates and their futures as classroom teachers.

The first example below is an illustration of teacher candidates' contemplations of digital compositions.

On November 3, 2010, my third observation in Tanya's class with less than four weeks remaining in the fifteen-week semester, Tanya introduced several types of digital compositions to her class. Among these were digital stories, book trailers, and digital essays. Tanya informed the teacher candidates that this type of digital composition was her passion as a teacher and researcher and began to present the material with enthusiasm and confidence. Tanya introduced her lesson by saying, "There are a couple of resources here that I'm going to show you that are really good resources if you're interested in doing this" (Field notes, November 11, 2010). Tanya's language here offered teacher candidates the familiar decision-maker identification consistent with the knowledgeable professional Discourse.

One example of the ways identification opportunities and the positioning that created them shifted through talk in the classrooms occurred during Tanya's presentation on video essays. TCs talk created a new identification opportunity. The participants are discussing a video essay about the *The Scarlet Letter* created by high school students. I have parsed the discussion for analysis below.

Karen: Is this a trailer or a video essay?

Tanya: This is a video essay

Karen: I thought that video essays weren't supposed to have voice over.

Tanya: I'm sorry?

Martha: For Melissa's assignment it's not supposed to have words.

Tanya: Words on the screen or voice over?

Karen: Words at all.

Tanya: Oh, well that's her requirement. . . That's a requirement that Melissa has given and I'm sure she has a reason for doing it. . . . (Field Notes, November 11, 2010) The talk above created an opportunity to step out of the teacher-as-decision-maker, an identity that is marked by confidence and self-reliance, and into a traditional student identification wherein TCs were uncomfortable and bothered by uncertainty about a particular digital tool.

Karen's question at the beginning of this transcript is definitional and illustrates the general mood of the TCs in the course at this time. They were engaged in much back-channel talk in attempts to determine what each different digital composition was called, what its features were, and what the expectations were of each product. Karen has asked out loud what many of them were wondering; they wanted clarity and concrete names to attach to each type of composition. Tanya is caught a little bit off guard as she was not expecting to engage in this type of back and forth with her teacher candidates. She was much more comfortable with the emerging nature of the technologies and composition formats; she did not share TCs' immediate desire to box each type into an immutable definition. Karen and Martha made it clear that they were referring to an assignment from Melissa's class that seemed to be contradictory to what Tanya was presenting to them as a video essay. Tanya's first attempt to ameliorate their concerns was exemplary of the teacher-as-decision-maker identification she originally offered. She explicitly stated that Melissa made a specific decision about her own teaching and surely had a reason for doing so. Tanya took the opportunity to use this as an example of teacher decision-making. The TCs were not satisfied, and Karen continued to voice what seemed to be concerns of several in the class.

Karen: So, if I understand this correctly the difference between a digital story and a video essay is that a digital story is a narrative and a video essay is an analytical paper?

Luisa: What's the link to this? I almost want to show it to Melissa and see what she says.

Tanya: There's not a link. This is the video that I have.

Luisa: Would you mind? I just want to ask her, ask her what, you know, what we can take from this.

Karen: Well, I'd like to know the real definition.

(Laughter from the class)

Karen: I've been very black and white today. I need. . . video essays: voice, sound, words, yes/no? (Field Notes, November 11, 2010)

In this discussion two transformations of the conversation took place that created opportunities for teacher candidates to occupy unintended identifications: first TCs contemplated the hybrid concept of the video essay; second, TCs opened up an identity space in which they could talk and behave as students in the present rather than teachers in the future.

The video essay, in both name and content, is a hybridization of a traditional compositional form-- the essay, and new media--the video. Tanya introduced a space in which she asked teacher candidates to conceptualize the old and new coming together to form a novel compositional form, and that proved conceptually challenging for them. Consequently, several teacher candidates rejected the originally offered identification as someone who may "be interested in doing this" in their future, imagined classrooms and through their talk oriented themselves firmly in the present as students.

In this discussion Karen and Luisa continued to press Tanya for concrete answers and definitions. Luisa even wanted to bring Melissa into the discussion to define the composition products once and for all. Despite Tanya's attempt to present the digital products as examples of exercises teachers might decide to use with secondary students, to position her class as decision-makers in future classrooms, the TCs introduced a different identification opportunity into the space: student. The teacher as decision-maker identification, for TCs is a proposition into the future when they have their own classrooms. Their language when they occupy this

identification was marked by future tense would, could, should language. Tanya's intention at the beginning of this discussion was to build on that discourse. However, the TCs introduced the identification of student into the discussion. Students have immediate questions and pressures in the present tense. Simply, they have assignments to complete for which they will earn grades that to them are consequential. There is no language in this discussion such as I would use this to teach _____ in my classroom or wouldn't it be interesting if you used this to _____ with 10th graders. Rather, as Karen stated, she is concerned with "today" and in this present moment she "need[s]" a definition so she can complete the assignment she has been given. In the last excerpt below, teacher candidates continue to speak about their own concerns in the present, while Tanya keeps trying to encourage them to see how a teacher's decision making is integral to the process.

Karen: I just want to know if they're different things [video essays and digital stories] or not, if they're categorized differently or what?

Tanya: They're categorized in the same group. But you're making, or the teacher, is making certain decisions about what is being used and what's not.

Casey: I feel you Karen because I'm really concerned and confused. I don't understand how you make an argument without words. I'm such a words person.

Tanya: Is this about Melissa's assignment?

Casey: Yes, but it's sort of not because I thought that a video essay (pause) for that last part, the kids were basically like they were reading an essay.

Karen: I want to know how to present it to students. Do I tell them that it's okay to read their paragraph or their paper that they wrote? (Field Notes, November 11, 2010)

As a consequence of the different sets of needs and desires of the teacher candidates and teacher educator, they constructed a space in which there were two identifications being created by the language at the same time. This is an example of Discourses coming into contact with one another, it is as if they existed parallel to one another, trying to occupy the same space. Karen "want[s] to know" right now how to define video essays and digital stories. She is a student struggling to understand a concept, and Casey is also, in this moment, a student who is

“really concerned and confused.” Tanya’s intent and attempt to create a space in which teacher candidates might project themselves into their future classrooms and contemplate decision-making was, at least for several teacher candidates, transformed into a space populated by teacher candidates who are students with immediate concerns in the present. Finally, in her last remark above Karen concedes that part of her concern is how to explain the concepts to her future students. However, her phrase, “I want to know how,” indicates her occupation of the identification of a student who is waiting for her instructor to tell her something concrete. She (and perhaps others in the class) has explicitly rejected the identification of teacher as decision maker in this case. She cannot or will not recognize this emerging composition technology as an opportunity for her as the decision maker to set parameters and expectations for her own students.

One moment in the exchange above stands out to me as temporally significant. Tanya said: “They’re categorized in the same group. But you’re making, or the teacher, is making certain decisions about what is being used and what’s not.” When Tanya said, “you’re making, or the teacher, is making” she juxtaposed her individual teacher-candidate-students to an abstracted conception of teacher. In doing so she made a clear differentiation between her teacher candidate students and teachers or their future teacher selves. Teacher candidates’ attempted in their talk to position themselves as students, not teachers. In her talk, Tanya obliged this position and specifically positioned them as not teacher at present in contrast to an imagined teacher who would be interested in making decisions about using video essays. It seemed that she had abandoned, at least temporarily, her vision of her students as imagined future teachers. Teacher candidates, struggling to imagine themselves as future teachers, have solidly taken up the position of student at this moment, and in doing so transformed the talk and the identification opportunities within it.

In the face of teacher candidates’ introduction of identification opportunities she did not plan for nor expect, Tanya persisted. She spent another five minutes helping TCs think through definitional issues, but then she re-offered the position of (future-) teacher as decision maker saying, “Let’s calm ourselves. What about purposes? What would be some of the purposes you might do some of these things?” In particular, Tanya used language to reassert her projecting of the TCs’ thinking into the future by asking “what would” and inquiring

what they “might” do. With this linguistic cue, Tanya once again attempted, successfully this time, to re-position the TCs and invite them to re-occupy the identification of decision-maker and imagine themselves in a future as teachers. This time, teacher candidates’ language indicated that they were willing to accept the identification, the comments that followed continued in the future tense that demonstrated that teacher candidates had once again taken on the identification of decision-maker.

Anton’s comment is representative of the futured talk that followed: “I was thinking you could use this in place of a traditional book report. . . . Either as an alternative or something else they could make a book trailer” (Field Notes, November 11, 2010). Anton is imagining a future classroom in which he “could” decide to present the book trailer as an option to students. Anton’s use of the second person pronoun you instead of the first person I is worth noting here. While he is imagining a position in the future, he stops short of fully stepping into this identification himself. His comment refers to you (teachers) generally, and his avoidance of the first person maintains some distance and avoids a personal commitment to identify himself in this position. He is granting the identification of decision-maker to teachers in general, but he has not yet fully included himself in this group.

Unlike previous discussions in which teacher candidates enthusiastically and confidently contributed their commentary and suggested decisions they might make in their own future classrooms, the talk brought on by the video essay/digital story confusion was less confident, more inquisitive, and showed teacher candidates to be very reluctant to assume the position of decision maker. Their relative discomfort and inexperience with emerging technologies, as several of them discussed in the CBI interviews, were evident in this in-class moment. It comes as little surprise that TCs were more comfortable projecting their thinking into future classrooms with traditional English/language arts concepts such as point-of-view and less comfortable with 21st Century tools. However, this classroom moment served as an effective representation of the ways in which participants’ language, sometimes in subtle, sometimes not so subtle ways can give contour and texture to the teacher education experience. Tanya, whether or not she was explicitly aware of the discursive identification shifts occurring in her classroom, skillfully managed to attend to the multiple identifications enacted by teacher

candidates, and in so doing maintained the programmatic commitment to the identification of teacher as decision-maker she and Melissa outlined in the initial interviews.

Parallels named between traditional and digital writing. The last example of discursive transformation I will discuss in relation to the new media Discourse is teacher candidates' construction of new media and digital writing tools in terms of traditional school-based writing. Teacher candidates and teacher educators talked about new media writing in relation to and/or in terms of traditional writing in each of the teacher educators' courses.

After Tanya's class viewed a digital story she selected as an example of the genre and medium, the following exchange took place.

Jennie: I was just going to say that he [the producer] **still** has to think about organization and expression. It just seems like a lot more fun way of doing that.

Tanya: I can tell you that for this project I know that the teacher that designed this chose to have them write a memoir first. So they did it in print first and they moved from that to story boarding it, and he chose which things from his memoir he wanted to leave as text, as voice overs, and which of the things he wanted to show with images. So he made a lot of decisions changing that print memoir into what you saw.

Matthew: Even if you did decide not to make them write it entirely in print first and then translate it, there's **still** writing. They have to write a text that they're going to read and all these other decisions that go along with it so it's a more complex task than just writing a personal narrative.

Tanya: And there's **still** that thought about organization. As you look at the story board they're creating, they still have to make decisions about the story. (Field notes, November 11, 2010).

When presented with a new media composition option, both the teacher candidates and the teacher educator emphasized the connections and/or parallels between new and traditional composition instruction and practice. As before, teacher candidates appeared to be struggling to define the writing event, to determine to what degree traditional and digital/visual compositions were conceptually the "same ball game." They recognized the similarities and differences, but in their talk they appeared to construct digital composition as writing and; in

their talk teacher candidates added digital components onto their conceptions of traditional writing. They are talking about the hybrid characteristics of digital composition and recognized the ways in which elements of traditional writing came together with elements of new media composition to create a novel product.

During this exchange, teacher candidates once again played (or struggled) with temporality as it pertained to their conceptions of themselves as English teachers and of English teaching more broadly. Again, the teacher candidates' use of the temporal marker still suggested a stitching together of the past, present, and future. They worked to reconcile their past images and identifications of English teachers with a contemporary tool and experience while trying to decide whether or not they identified themselves as this kind of teacher in the future. As Anton before him, Matthew chose the second person pronoun you instead of the first person I to use in this discussion. He acknowledged that digital composition may be a possibility for teachers in general in the present and future, but he was—at present—unwilling to commit himself to this identification.

The talk among teacher educators and teacher candidates that variably positioned participants as students in the present and/or teachers in the future represented an entanglement of identifications for TCs precisely because of the and/or positionality they occupied. In both the expectations of them and the language used to describe the thinking, decision-making, and actions in which they engage, TCs were constantly volleyed or volleying themselves back and forth among temporal positions that carried very different identifications and expectations. As teacher candidates/college students, their present tasks were highly salient and important to them. They wanted to complete their assignments and perform well in their classes. As future teachers, they were being asked to imagine themselves in a future classroom space in which they must make decisions and envision a curriculum for themselves and their future pupils. I purposefully used the descriptor entangled above instead of another such as laminated to suggest that the identifications being offered and occupied are not being layered on top of each other (as in lamination); rather, teacher candidates were shifting and bouncing back and forth—sometimes very quickly, on the turn of a single phrase, verb tense, or pronoun use.

The teacher educators in this study consistently talked about the teacher candidates in terms of the teachers they hoped they would become or were in the process of becoming. However, in moments like the

discussion about what constitutes a video essay above, the teacher candidates resisted being futued by their instructors and clung to their present identifications as students. This resistance may suggest that teacher candidates persist in seeing themselves as students first, and only when they are comfortable that they have mastered this identification will they begin to talk about and position themselves as their future English teacher selves.

Through their language they managed to construct this space in terms of what was comfortable and familiar to them (traditional writing) rather than accepting an opportunity to delve into a less familiar and comfortable way of thinking about composition in terms of image and sound. An analytical discussion of a visual product such as a digital story among more confident viewers might focus on uses of light, camera angles, field of view, image sequence, or the specific combinations of image and music. However, that was not the conversation that took place. Teacher candidates drew discursive lines around this discussion to frame it as if they were talking about traditional writing. They were constructing the activity in terms of what they knew already more so than they were venturing into the relative unknown of new media composition. In their identifications they took a particular position that may influence the decisions they make as teachers. I continue the analysis below in an examination of a second Discourse category, knowledgeable professional.

Knowledgeable-professional discourse

With the following examples I will argue that talk in the classrooms created situations in which identifications the following identifications were offered:

- teacher as decision maker and
- teacher as critical evaluator.

As I outlined in Chapter 4, the knowledgeable-professional Discourse is characterized by value placed on the classroom teacher as a knowledgeable, caring, professional with deep content and pedagogical knowledge. The Discourse as I have described it is supported and participated in by the teacher educators in this study who described their intentions to position teacher candidates as independent decision-makers who know their students well and enact instruction to meet their needs accordingly.

In the course-meetings I observed, I witnessed evidence of this positioning of teacher candidates by teacher educators through the types of exercises TCs engaged in as well as the classroom talk promoted and allowed by teacher educators. I will use the following excerpts of transcripts of video-recorded classroom interactions as examples to illustrate the construction of the teacher-as-decision-maker identification during course meetings. I will also discuss the ways that my analysis has helped me understand some ways in which the talk during course meetings by TCs also created opportunities for candidates to enact the identification of critical evaluator.

Before I present my analysis of the first observation transcript, I want to discuss a segment of Tanya's class meetings that she regularly opened with. At the beginning of each course meeting, Tanya talked with teacher candidates about different classroom management strategies that she had used in specific frequently occurring scenarios in her own English teaching experiences. Typically, Tanya would allow about five minutes for these. First, she described a situation common to secondary teaching, and then she outlined her own strategies for managing the classroom. Kristi, in particular, told me that these sessions wherein Tanya explicitly discussed practice were quite valuable to her. After Tanya described her strategies to the class, she allowed a few questions. What was most interesting to me during these interactions was that Tanya regularly began her answers to teacher candidates' questions with the phrase, "What I would do. . . ." As Tanya prefaced her responses with this phrase, she occupied the identification of autonomous decision-maker, which contributes to the overall discourse of teacher as decision-maker. The implication here is that as the teacher, she would make specific decisions, and in doing so she offers the identification of decision maker to her teacher candidates. As if to say, "This is what I would do. You may do something different based upon who you and your students are." While my focus in this chapter, of course, is on what is said, brief attention to what is not stated and the implications of this verbal choice by Tanya are relevant. Tanya did not say, "What teachers should do in this situation is;" nor did she say, "What you should do in this situation is;" nor did she say, "What the research tells us to do in this situation is." In her language she has selectively and specifically stated that a particular strategy use is the decision she would make.

As the teacher she is the authority and empowered to make the decisions she believes to be best in that situation. She chose not to phrase her response as a directive to TCs (what you should do is), and in doing so avoids creating and identification opportunity that would position TCs as bound by the directions and actions of more knowledgeable others. Instead she has positioned them as knowledgeable professionals who should call upon their own skill sets and beliefs in their decision-making. Nor did she refer to another authority in the form of “research.” The teacher is the authority, the decision maker. What “I” would do is just that: what I would do; it may not be what you would do, and that is okay, because you, not me, are the decision maker in any given classroom situation.

I shared this brief example as a background for the nature of talk that occurred during one class meeting I present below as an evidence of the construction of the teacher as decision-maker identification. While there were specific “moments” in the course that were identifiable as contributors to particular identifications, the above example represents an ongoing convention of talk that persisted throughout the data. Teacher educators and teacher candidates, while regularly using and interacting with research and theoretical texts, consistently positioned themselves and each other as the ones with the expertise, experience, and local knowledge to be decision-makers.

The first transcribed example is taken from the September 23, 2010 observation I conducted of Tanya’s Methods II course. The first part of the day’s course meeting was used to allow TCs to present lesson adaptations they had written collaboratively with classmates. Small groups of teacher candidates were assigned to select a secondary English/language arts lesson plan they found online and modify it in some way for a specific grade level to achieve specific objectives that they decided upon. The excerpt provided below is Tanya’s instructions to teacher candidates describing what she would like them to talk about as they present their work to the class.

Tanya: 1 So, what I want from you guys is to sort of talk us through the lesson
 2 talk us through the plan
 3 and tell us about the decisions that you made,

4 why you decided to do it the way you decided to do it

5 what changes you made

6 what texts you used

7 that kind of thing

8 just talk us through your process and the lesson.

Teacher candidate positioning. In this excerpt, Tanya has positioned the teacher candidates as decision makers, which offers them an identification opportunity. She assumes TCs have made decisions

- about how to change the original lesson plan;
- about what texts to use;
- that are informed by some rationale; and
- that serve a specific objective or learning goal.

She has explicitly directed teacher candidates to name and discuss the decisions they have made to modify the lesson plans they chose. In lines 3 and 4 above, Tanya's specific use of a form of the verb to decide three times indicates the position she expects and invites teacher candidates to occupy. Perhaps equally important is how this language use excludes other possible Discourses and positioning. For example, Tanya's language in this excerpt avoids evocation of the teacher as product Discourse outlined in Chapter Two. Tanya has not asked teacher candidates to all perform a pre-assigned skill or task in the same way as if they were assembly line workers attaching parts to a whole repeatedly. Rather, teacher candidates have been positioned through this assignment as decision makers, and the language of the directions reinforces this identification opportunity. A second layer to the findings from this excerpt has to do with what I might describe as an identification scaffolding used by Tanya. Specifically, she has asked teacher candidates to revise someone else's lesson plan not generate ideas completely on their own. In doing so, she has created an opportunity for TCs to enact the identification of teacher as revisor rather than autonomous decision maker. TCs are indeed making decisions, but they are doing so within the framework of decisions that a presumably more experienced other has already made. Related to the findings connected to the new media Discourse, the positioning work accomplished here

seems to complicate the identification between teacher candidate and teacher. TCs are completing an assignment as students by behaving as if they were teachers designing lesson plans. Were they making decisions as teachers, or were they making decisions as students completing an assignment for a grade? This dual positionality persisted throughout the courses and data and was emblematic of the complex, hybridized identity spaces available to teacher candidates in this program.

Teacher candidates take up the identification of decision-maker. As groups of three-to-four teacher candidates presented their modified lesson plans to the class, they had occupied the identification offered to them as decision makers (whether they were teachers or acting as if they were teachers). The following excerpt of the transcript of one group's presentation is representative of the language use by each group. Jenny presented the group's work:

1 . . . [E]verybody's familiar with nursery rhymes or maybe not, but the scaffolding, it's
2 something students can maybe build upon. And we decided we would show them one
3 nursery rhyme and show them there's different ways of reading them. For instance, itsy
4 bitsy spider, if he falls down the water spout, what would the health care insurer say
5 about it. . . . So, there's more perspectives than just the spider. We would assign different
6 nursery rhymes and give them roles. We kind of debated back and forth whether we
7 would let them pick their roles or assign them and we decided to give them their roles
8 because it would give them a little more to go on and there's still a lot of creativity
9 involved with that because you can do a lot with each bystander. (Field Notes, September 23, 2010)

Jenny's description of the lesson she and her group modified exemplifies the types of decisions all the groups made for this assignment. They chose texts, tasks, and learning objectives commensurate with the grade level standards for the age group they had in mind. In lines 2, 5, 6, and 7 Jenny's talk specifically names decisions that her group made. Importantly, in line 6 she referred to the fact that her group "debated back and forth" about what decision they should make about assigning pupil's roles or not. I interpret each of these moments as evidence of teacher candidates stepping into and fulfilling the identification of decision maker, which was both made available by and reinforcing the presence of the knowledgeable-professional Discourse. Further, the evidence suggests that teacher candidates were encouraged to make decisions about their lesson plans to fit their own growing conceptions and understandings of what it means to teach and learn in an English classroom. Otherwise, I believe I would have observed teacher candidates striving to achieve a pre-determined goal that

may or may not have been achieved correctly. Instead, teacher candidates were positioned, encouraged, and comfortable deciding for themselves what their lessons would look like.

However, even as they have stepped into the decision-maker identification, this excerpt and the activity as a whole still suggest the entanglements of identification I outlined above. In the work and presentation of this lesson revision exercise, teacher candidates are simultaneously performing the identification of (future) teacher and student teacher in a college classroom. They are both imagining what might be appropriate for some future group of potential students and performing for the present instructor in an attempt to demonstrate competency as a student in a class. Again, I think entangled is the correct metaphor here because the product they have created is at once a thing to be evaluated by their instructor for a grade and a representation of their imagined future selves as teachers.

Finally, after each of the five groups presented, each time Tanya opened the floor for questions and discussion to the whole class by asking, “Does anyone have any questions for this group about the decisions they made or anything” or an equivalent. She did not offer any of her own thoughts, questions, or critiques on any of the presentations. Her decision to stand aside and expect her students to engage in dialogue and debate reinforced the teacher as decision maker Discourse. The implicit message to teacher candidates, as I interpreted it, was that these are your (TCs’) decisions to make, and I will not tell you what to do or not do in these learning situations.

Discursive transformation to enactment of “student”. Throughout my study of the transcripts and videos of this class session, the presence of the teacher as decision-maker Discourse was visible and clearly offered TCs the opportunity to identify themselves as both able to and responsible for making instructional decisions. However, I also recognized that this Discourse and the identification opportunities it presented excluded at least one specific type of thinking that made possible the Discursive transformation I will discuss below. Absent from each of the presentations and the subsequent discussions was any talk of or reference to language arts pedagogy research or theory. While it seems clear that much of the talk and thinking was influenced by teacher candidates’ readings and what they had learned in their teacher education program, at no

time was there any talk about specific rationales that might suggest that a given decision was a good one or that any one decision might be better or worse than another relative to contemporary research and theory.

Consequently, the talk that evolved following the presentations was a barrage of pedagogical ideas and suggestions seemingly only substantiated by the speaker's belief that her or his comment was a good or useful idea. It seems definitional in a teacher as decision-maker Discourse that individuals are expected to and allowed to generate ideas, but in this discussion I noted a shift in the discourse that opened up a recurring identification opportunity for teacher candidates—they enacted the well-worn identification of student. Briefly, as I have conceptualized the difference between decision-makers and idea-listers, decision makers weigh evidence, context, and purpose and make decisions based upon principles of sound research and pedagogy. For decision-makers, not all ideas are good or useful for specific reasons. Idea-listers are not so principled in their thinking, and most importantly when an environment permits the voicing of ideas without rationales then it may create opportunity for teacher candidates to begin to identify themselves as solitary figures who have ideas to put into practice without weighing them against alternative ideas or providing justification based in the body of knowledge created and offered by their field. The discussion following Jenny's group's presentation is transcribed below in its entirety to illustrate this phenomenon. Separate ideas or suggestions offered to the class are numbered in bold.

Tammy: **(1)** I would think, too, that this could transfer to other aspects of their lives so they could realize that stories are told from one perspective and that they have to have multiple perspectives to get the truth.

Jane: **(2)** They could also incorporate some of the criticisms we've been talking about. Feminist theory.

Tanya: mhm.

Jane: Jack and Jill are living in an oppressed society so therefore they fell down the hill.

Kristi: **(3)** Just to throw this out there, but I wonder how different you would have to make this lesson if you had ELL learners in your class? Um, or people who don't know the American nursery rhymes?

Catherine: **(4)** I think that would even make it cooler because then they'd have their first reaction to it as a tenth grader instead of a four-year-old.

Kristi: Interesting.

Catherine: I think that would enhance the lesson.

Kelly: **(5)** It would also be a really good opportunity to try to build some connections between or across cultures because often when you have a nursery rhyme, especially, or like a pick me up song that you just hear like you know just a song like fairy tales it gives students an opportunity to see those cross cultural connections.

Everybody has a Cinderella story.

Maggie: **(6)** You could encourage them to bring in the version from their culture and translate it.

Kelly: Yeah, absolutely.

Tanya: Great. Thanks, you guys. That's really great.

In this brief interaction among TCs, six separate ideas are voiced that connect to four broader topics in English education: recognizing multiple perspectives; using critical theory; ELL education; and multicultural education. Individually, my argument is not that any of these ideas in and of themselves are problematic. As I stated above, it is definitional to the teacher as decision-maker identification that participants generate ideas about pedagogy. However, in this exchange, it is possible that teacher candidates did not generate any ideas at all. Their talk shifted the identification opportunity space to one on in which they had the occasion to engage in a fairly traditional student role. They were drawing on concepts and ideas that they likely were exposed to earlier in their teacher education program. They demonstrated that they could make connections and apply ideas in contexts other than where they were originally learned—skills and performance that was, perhaps, highly valued among students.

However, this series of comments and questions also marks a shift in the identification opportunities created for teacher candidates. Recall that the teacher educator, Tanya, specifically asked presenters to discuss the decisions they made while planning their lessons, which this group did. Then she asked the rest of the class if they had “any questions for this group about the decisions they made or anything.” In the above excerpt, a transformation takes place in the nature of the talk and also in the identifications occupied by the participants.

No questions about decision-making were asked. When TCs took the floor from Tanya they transformed the discursive space from one focused on teacher decision-making to one in which individuals seized the moment to share ideas about how to modify or improve the lesson plan and to perform as “good students.” Phrases like “I think. . .,” “you could. . .,” and “It would also be a really good opportunity to. . .” indicate moments in which teacher candidates are not thinking about the actual lesson plan and why the writers made certain decisions based on language arts theory or research; rather, the language here suggested that TCs were focused more on their own abilities to list and be heard having “good ideas.” For me, this creates the question: what does it mean to be a good student in this class? As I discussed above, there is an entanglement of identifications between the performance of student-in-this-class and future teacher. With this excerpt as evidence, it seems that several of the participants have taken up a predictable pattern of talk in this class, which accomplishes goals as students. TCs take opportunities to be heard, to participate, to demonstrate that they are in fact thinking about the topic at hand. It may be possible that the intentions of the teacher educators, to engage in a principled discussion of English pedagogy simply became a stage for student performances.

My argument is not that any of the ideas are not “good ones.” Instead, I use this as an example of an oft-observed phenomenon in this study. The teacher educator has attempted to position teacher candidates in a way that encourages them to think about teacherly decision-making in a principled way. Ignoring the offered position, teacher candidates used language to shift their identifications from teacher candidates who carefully analyze a pedagogical strategy to teachers who autonomously generate a string of ideas about what could be done. Again, I make not judgment on the quality or efficacy of the ideas themselves. However, as this shift in talk occurred, another transformation took place. Teacher candidates changed from participants in a Discourse of English teachers who make decisions based on a shared body of knowledge, a recognizable group of people with shared values and goals to individuals who now are free to generate ideas for teaching and learning that conform to their own styles and desires.

Finally, the teacher educator in this event seemed to adhere to her own conception of the teacher as decision-maker identification. She remained mostly silent through the discussion having chosen to allow her

students to voice their ideas freely. However, as I pointed out above, in a brief time four categorically different ideas were voiced without substantive discussion or probing by the TE. As a point of contrast, if the TE had interrupted after each idea and asked, “Why would you do that?” then the discussion may have continued to position TCs as decision-makers. The thought exercise of connecting an idea to a research or theoretical rationale may have helped avoid the transformation to a series of unconnected “I have an idea I have to share right now” or “I remember something from another class that applies here, so I’ll say it” comments. The teacher educator’s decision to remain silent along with the nature of the ensuing comments opened the way for the transformation of the identification opportunity from teacher as decision-maker to teacher as autonomous, idiosyncratic idea generator. In this case, the comments were all positive. However, the shift, I believe, made possible another transformation, which I noted earlier, that from decision-maker to critical evaluator, which I discuss below.

Teacher candidates as critical evaluators. Teacher candidates talk transformed the space of the lesson-modification discussion into one in which they felt free to share ideas and comments about what each lesson could become or how it may be different. This type of talk generally created and fed upon a positive culture in the classroom and an attitude of helpfulness and positive spirit among the classmates. As I noted above, it also supported an attitude of “this is what I think, and you may not agree, but I think I’m right” thinking that was wholly supported by respect for individual experience, style, and pleasure without explicit reference to English teaching research or theory. But, what about when styles and experiences clash? I present the excerpt below as an example of talk in a moment in which teacher candidates’ identifications as decision-makers become critical evaluators because they disagree with another’s pedagogical decisions. Because the only talk is an exchange of ideas and opinions, there is no basis to objectively evaluate the opinions and ideas exchanged.

In Chapter Four I noted that Anton, in particular, had felt alienated by classmates who did not agree with his ideas, which led ultimately to his regular silence in the classroom. Again, it is not my intention to determine which “side” in what follows is in the right or wrong; rather, I aim to illustrate an occasion of talk that happens as a consequence of the transformed identifications that seem to empower teacher candidates to individually

evaluate, dismiss, and in this case laugh out loud at, their peers' work without rationale based on research or theory, based solely on individual preference and experience. In the following transcript the final group is presenting their lesson that uses the film *Crash* as its primary text to help students examine multiple perspectives.

Lola: Then we decided to have them look at a clip from *Crash* because that's a good movie to check out multiple perspectives. So we had the scene set up where. . .

Kelly: (interrupts with incredulous laughter)

Lola: What?

Kelly: Nothing. What grade is this now?

Lola: Tenth grade

Kelly: Okay (laughter).

Lola: And it's just one scene

In the video recording of this exchange, Kelly is visibly incredulous, clearly at the choice of using the film *Crash*, which explores issues and tensions related to race and racism between African American characters and White characters. Kelly, who is an African American female, has made clear to the class with her laughter and response that she believes this to be a questionable decision the group has made. I interpreted her response to be akin to the "I have an idea" exchanges discussed above. However, in this case, Kelly's idea is that the group's decision making should be questioned or challenged. She has become a critical evaluator at this point, an identification I believe has been made possible by the transformation that occurred earlier in which teacher candidates took on the identification of idea-generator and commenter in place of decision-maker. At this point, personal experiences and thinking and beliefs may trump thoughtful rationales based on research and theory, and in the worst cases even devolve into personal attacks.

Lola finished her explanation of the lesson plan, and Tanya invited questions from the class.

Lola: I mean is that scene from *Crash* bad? Is that not a good choice?

Lane: I would say if you did it in Memphis you'd get a different reaction than if you did it in Cincinnati.

Kelly: Well, it would depend a lot on the composition of the class, and I guess. . .the composition of the classes and the climate at a school like White Station is really different from another school because of the context of the city and the circumstances at the school.

Lane: You might not get the response you're expecting (laughter).

Kelly: And the parents would. . .

Mark: Are you expecting a certain response?

Jacob(Lola's group member): Isn't that exactly what we're hoping for? To get different perspectives on it? This is a more rationalized perspective of English education. What's important is "perspective" as a category.

Lane: I mean you might get way off track in class because the class would be so like. . .

Kelly: . . . We don't want to censor, but we don't want to risk exposing so much that we lose people in the academic goal, and I think that would happen.

Kristi: I think this is a great lesson. (Field Notes, September 23, 2010).

In this discussion, the class continued to voice personal ideas based not on pedagogical theory or research, but rather on individual speculation based on racial and geographical stereotypes. I have presented it here as an example of the continued transformation of the teacher as decision-maker discourse into a discourse that creates identification opportunities for teacher candidates assume the role of evaluator and critic. To be clear, evaluation and critique are potentially useful tools in the learning to teach process. In this example, however, the discussion became a back and forth of person opinion that ended with the conclusion that "I can have my ideas and you can have yours and we don't have to agree." For example, as I have conceptualized the teacher as decision-maker, a teacher candidate enacting an identity commensurate with that discourse may have asked Lola's group, "Why did you decide to use Crash instead of a clip from another film? And, based on what or whose research or theory would you decide to use Crash with a multicultural class of students or a group that was predominantly African American?" Perhaps hoping for a question like this is too ambitious for pre-service teachers, but the point I wish to make is that the discursive environment the teacher educator intended to create, one in which decisions were discussed and perhaps debated, was transformed into one less about decisions and

more about personal preference, interpretation, and attitudes. Consequently, the construction of English teacher in this course meeting ended up being one of individuals making personal and stylistic decisions rather than of individuals working collectively within a body of knowledge, making decisions based upon that knowledge.

As with the interchange in which Anton participated earlier, this scene, too, demands attention as an example of racialized talk that is beyond the analytic scope of this paper. However, it does highlight a dimension of classroom talk that I have not specifically addressed yet. I have mostly been treating the words participants utter as simply words uttered in a classroom. To this point I have chosen that narrow analytic focus without regard for the fact that the words are attached to people, types of people, who are enacting and performing specific identifications that may go well beyond simply teacher candidate or future teacher. In this instance the interlocutors draw on specific racial, geographic, and disciplinary identifications to engage their classmates. With those identifications bring thoughts and questions of who is allowed to speak for or on behalf of whom? How does race matter in resolving that question? Also, as one reason for not including Crash in a high school classroom was that the overt treatment of race and racism might distract from the academic goal, we have to ask what the academic goal(s) is that is forming in the minds of this set of teacher candidates? If avoiding using texts whose content is explicitly racialized and deals with racism is not seen by these teacher candidates as “academic” then this creates a host of other questions about how TCs are learning to think about and identify themselves as teachers and racial beings whose students are also experiencing the world as raced people in and out of the classroom.

Community Discourse

As I described in Chapter Four, one of the Discourses that emerged from the data that influenced teacher candidates’ opportunities to identify themselves in particular ways was the community Discourse. Participants in this Discourse, as I have described previously, envision themselves as part of a larger whole of English teachers with similar conceptions of what it means to teach and study English, to read and write, and have similar values about what is important for students. While the notion of community, of “knowing who my

people are” is present and at times strong among the teacher candidates, as I demonstrated in Chapter 4, it was challenged at times and even led to the silencing and marginalization of participants in this program.

As I turn now to look more closely at the talk among TEs and TCs during course meetings, I will illustrate and discuss a phenomenon that emerged across the two courses and further challenges the conception of a community of educators and learners. As a consequence of both the structure and characteristics of the kind of talk that was promoted and allowed during the classes as well as the actual words being said, the notion of community was challenged in favor of a more individualistic conception of the English teacher. This is related to the opportunities afforded to identify one’s self as a decision maker in that the transformation that took place was from identification as a teacher candidate who was learning among fellow teacher candidates to individuals who began to create and seize opportunities to identify themselves as classroom teachers empowered to make decisions, critique and challenge one-another, increasingly occupy identifications that suggested an air of I’ll do what I want; you do what you want because we are different, our students will be different, and I know what is best for them. There was a particular community norm developed and worth noting is that they were all talking about what they will or should do with students, but they do not have any students yet. The present community is developing around an imagined idea of a future place and people who do not exist except in the “as if” thinking that takes place in teacher education. However, this kind of thinking, perhaps, is a necessary piece of the process of offering teacher candidates the opportunity to begin to identify themselves as teachers. There has to be a space in which they can work “as if” they are teachers, otherwise, they really are simply college students in a class. The identification entanglement I discussed earlier may be avoided, but it may also be necessary in the production of teacher identities.

In the following I will outline the ways in which the structure of the talk created by the teacher educators created opportunities for certain conceptions of the community in which members of each course participated. Specifically, in the transcripts below I will discuss how the way in which Tanya structured her classroom talk suggested participation in a community of decision-making teachers. In Melissa’s course, however, the position she frequently offered TCs was as members of a community of students learning to be teachers. That is

Melissa's talk tended to dominate the time spent and teacher candidates were often listening to her, positioned as recipients of information and knowledge rather than in Tanya's course where they were more often expected to make decisions about practice and imagine themselves as educators.

Tanya's structure for classroom talk. Typically, Tanya introduced a topic or asked a question, then, as Lola put it, "kind of melts into the wall." As I will illustrate with the transcript below, Tanya's strategy for interaction through talk in her course was to post prompts or questions that created categories or list titles for students to fill in. Then she would literally step to the side of the room and allow teacher candidates to give the discussion their own shape and trajectory, only interjecting occasionally to prompt or clarify TCs' thinking.

During the course meeting after teacher candidates had read several chapters of text about how to use critical literary theory (Appleman, 2009) in secondary English classrooms, Tanya asked TCs to work in small groups to discuss the pros and cons of this approach to literature study. Following the small group work, Tanya begins the whole class discussion with the following prompt:

"Let's talk about it. Let's start with the question about what do you find promising. I'm going to kind of remove myself from this a little bit and become a participant and not as much as a facilitator. So, I'm going to let Caroline go ahead and start" (Field Notes, September 23, 2010).

What followed was approximately thirty-five minutes of whole-class discussion during which Tanya spoke only two other times for a total of nine transcribed lines of talk. The next time she spoke was transition the group's talk from thoughts of what was "promising" about using critical literary theories to address a question posed by a TC; she said, "I appreciate the segue so let's move to that part of the question. So, what responses do you have to her question and we'll raise some other questions that people have. Don't raise your hands, just throw them out" (Field notes, September 23, 2010). The final time Tanya entered this discussion was to comment on the format of the course reading in which classroom scenarios were described in "snap-shots" without any background information about the students or context. With these data I intend to highlight the structure of the talk and how it positions teacher candidates.

Tanya explicitly stated that she was a mere participant in the discussion, and by doing so she positioned TCs in a particular way. In keeping with the teacher-as-decision maker Discourse, what Tanya did not do and say is most relevant. She did not share her thoughts about the reading, the viability or desirability of using critical theories in secondary schools at all. Rather, she offered TCs the opportunity to identify themselves as participants in a professional, teacherly discussion of the issue. More specifically, by introducing the category of “what’s promising,” she invited TCs to construct a space in which the expected and accepted discourse was based on their preferences, beliefs, and experiences. They decided what was promising while she listened intently. Perhaps predictably, the TCs immediately constructed a space in which they envisioned themselves in their future classrooms and spoke freely with confidence about what they “liked” about the idea of using critical literary theory.

Carly commented:

Students [described in the Appleman text] have the ability to believe in themselves through texts and not only through texts but to use the lens to view the rest of their world as well. And for me as an English teacher that’s the whole goal, like it’s not text for text’s sake. Texts so that we can view other things in a different light. (Field Notes, September 23, 2010)

With words, “for me as an English teacher, that’s the whole goal,” Carly has clearly and explicitly positioned herself as a teacher and as a decision-maker. She has taken up the opportunity created by Tanya to recognize what is promising to her in the text, and in so doing she has identified herself as a teacher who has decided what the “whole goal” of English education is. Rachel followed with, “I like the way she has non-traditional ways of acknowledging people who have been oppressed in literature before” (Field Notes, September 23, 2010). Here, Rachel, like Carly, expresses a belief about what is important in literature studies, the acknowledgement of oppressed peoples. As the first two interlocutors to follow Tanya’s prompt, Carly and Rachel have created identification opportunities for their peers to step into. The tone of this discussion has been set for teacher candidates to occupy the identification of teacher, to imagine their own uses and purposes for critical literary theory in their future classrooms, and to decide what they will or will not pursue and value as educators. The transcript of this discussion continues ten double-spaced pages and except for the points I noted

above, Tanya does not speak. Teacher candidates' talk consistently incorporates phrasing such as "what I like" and descriptions of how TCs would decide to make use of this theoretical framework in their teaching.

The community has been constructed for TCs to participate in the Discourse of teacher as decision-maker. The discursive signal or trigger for this construction was Tanya's invitation to share what TCs believed to be "promising" about the text and her declaration of non-participation. The signal served as an invitation into a particular identification, which TCs readily occupied. It is a space in which their own values, beliefs, likes, and intentions are valued, heard and commented upon by their peers. They are not evaluated by their instructor, nor are they pushed to provide explanations based in anything other than their own experiences and preferences. Each individual TC is a decision-maker among decision-makers. They are members of a community of peers, teachers, thinkers; at the same time, they are a community of individuals which respects and expects each's individuality. Tanya is a bystander, and the discursive space left open by her stepping aside was filled by the talk of teacher candidates who had clear and specific ideas about who they were becoming as English teachers.

Melissa's structure of classroom talk. By contrast, discussion in Melissa's classroom was formatted with Melissa as the clear leader who defined the topic and the nature of the talk. The most prominent feature of this structure was Melissa's dominance as the speaker in the classroom. Where Tanya introduced a topic and faded away to allow TCs to provide statements and commentary, Melissa maintained control of the classroom talk by introducing a topic, lecturing on the topic, and inviting TCs to ask questions about the topic and its classroom implications or practice as Melissa perceived it.

Where Tanya essentially eliminated herself from the conversation for nearly ten double-spaced pages of transcript, in one illustrative scene from her class, Melissa spoke for nearly ten double-spaced pages herself. She lectured and shared anecdotes from her own classroom experiences to illustrate an argument she was making about writing instruction and assessment. When TCs did speak, it was to ask specific questions. By contrast, in transcript from Tanya's class, TCs asked very few questions of Tanya and spent most of their time talking about their own decision-making. The following excerpt was an example:

Melissa: A lot of these [writing exercises] translate. If you'll remember Katy Wood Ray's book says it's for elementary and a lot of the books that she gives are for elementary but a lot of the activities work all

the way up to college level. But, there's a little bit more adapting that you have to do in order to be able to do the stuff from hers. Yes, Rachel?

In her talk in the excerpt above, Melissa is sharing her thinking about how TCs might use the texts. She instructed them that they might be adapted for secondary use. She is making her own decision-making visible and telling TCs that they may/should do what she has done. Rachel's question is representative of the kinds of talk by TCs during this approximately ten-minute discussion: "With all these activities and stuff we're seeing would you recommend that we adapt them so they all fit into literature or would you or how did you do it? Did you have a unit on writing where you did all these fun activities?" In her question, Rachel inserts the discursive cue that shapes the remainder of the discussion on this topic. She asks specifically what Melissa "would. . . recommend" and what she did in her own teaching practice. The phrasing of this question positions Melissa as the expert, as the one in the room with the knowledge who is expected to share her knowledge with the students. Teacher candidates, consequently, are positioned as receivers of information; no longer decision-makers charged with generating ideas and shaping ideals for English teaching, rather they are pupils ingesting the wisdom and experience of their instructor.

Melissa takes up Rachel's invitation to occupy this identity and the resulting respective positions afforded to all of the participants. She states: "When I taught middle school we had it separated and I hated that we had a writing class and a literature class" (Field Notes, October 27, 2010). From this point, Melissa talks continuously for approximately five minutes. She is interrupted by three questions from TCs:

Lola: How do you gauge how many student not getting it is enough to change strategies?

Kelly: You mean like during the actual writing time in the classroom?

Luisa: When you collect all these projects from the students, and I know sometimes you give them back, but, I remember when I was teaching and I would assign something I would feel so bad throwing away 25 poster boards or all this work that students did, because you can't keep it all. (Field Notes, October 27, 2010)

The teacher candidates' input into this discussion is in clear contrast to the nature of their participation in Tanya's class. Here, they asked specific, practice-based questions and expected answers based upon Melissa's experience as a middle school teacher. The language and tone of their talk is quite different from the

examples from Tanya's class described above. First, they have phrased their questions in the past tense, asking Melissa what she did as a teacher. At no time in these exchanges do TCs offer any thinking of what they might, would, or should do as English teachers. Second, as I stated above, these are questions from a student to a teacher; there is no indication of an intention to enter into an extended dialogue. They do not suggest that the TCs are in the process of doing any decision-making (although, what they are thinking but not verbalizing is difficult if not impossible to know); they are soliciting Melissa's decision-making process.

The community that TCs are participating in this scenario is a community of students. They mostly listen while their instructor speaks, interrupting only to ask specific questions without expectation of dialogue or having to offer their own thinking as input. Discursively, the structure of this lecture is different from Tanya's course, and as such the identifications made available to both teacher candidates and teacher educators is quite different as well. Signaled by Melissa's phrase, "what I did," the Discourse is set as TCs settle in to listen to Melissa explain the decisions she made. As a community, the ties that bind TCs in this case is their occupation of the identification of student.

I have highlighted these two contrasting scenarios across course contexts to think about the discursive transformations that may occur for teacher candidates as they move through their English education coursework. It is not my intention to evaluate or pass judgment on one or the other type of community or nature of participation. However, what I recognized was the potential challenge posed for TCs as they move about the program in that they must constantly negotiate the variety of identifications offered to them. In one context they are offered the identity of future teacher and decision maker, while in the other they were offered the position of student/listener. Time markers in language that project into the future or recall past tense experiences dictate the identifications made possible. I have illustrated particular ways in which teacher candidates can use language to shape the discourse of their courses and claim particular identifications and transform opportunities offered to them. However, scenes like the two I have discussed above make it clear to me that the teacher educator's language choices may play a significant role in the nature of identification opportunities made available to

teacher candidates. This, in turn, may be important in shaping their own thinking about the kind of English teachers they will become.

CHAPTER VI

SUMMARY, DISCUSSION, AND IMPLICATIONS

The purpose of this study was to examine how talk as a discursive resource creates or limits identification opportunities available to secondary English teacher candidates in one teacher preparation program. I focused my data analysis on two research questions:

- (1) What identity constructions of teacher are available in the discourses of secondary teacher preparation? and
- (2) How are the discourses and associated identifications transformed through language use in course meetings?

This chapter is divided into three sections. First, I will summarize my findings, identify connections among them, and draw conclusions related to my two research questions. In the second section I will discuss the limitations of this study and the findings in light of my theoretical framework. In the third section I will discuss the implications of my work for teacher education practice, research, and theory.

Summary of Findings

Research Question 1. I named three identifications that were made available to teacher candidates through the talk in secondary English teacher preparation: teacher as new media practitioner, teacher as decision-maker, and teacher as community member. Teacher as new media practitioner was an identification opportunity generated predominantly through the talk of the teacher educators in the study and clearly recognized by the participants I with whom I spoke. Each of the teacher educators valued and had an interest in prompting teacher candidates to expand their conceptions of literacy and literate practice in an English classroom from traditional, print texts to a definition that was more open to including digital texts, visual texts, and the changing rules of production and consumption that accompany them.

As an identification opportunity, teacher as new media practitioner was an important conceptualization because it helped me focus my attention on an area of teacher preparation that seems to have created a sort of an

identity fault line among my participants, which, in turn made it relatively easy to recognize as an identification opportunity. Teacher educators openly valued incorporation of new media tools and theory in their TCs practice as English teachers, and some of the participants seamlessly incorporated new media thinking into their ideas of themselves as English teachers. Others, however, struggled to reconcile their histories with print texts and their visions for their own future classrooms with the values and practices espoused by their instructors and this program of teacher preparation. The idea of being a new media practitioner was clearly present in the talk, readings, and assignments across the two courses I studied (and participants reported its presence in the entire program as well). Equally clear was the presence of struggles among participants who recognized the offer to engage and value new media but simultaneously resisted and felt uncomfortable in their resistance to the message they perceived. Simply, their discomfort with their own position relative to the offer to become new media practitioners was connected to how they perceived themselves to be recognized by their instructors—as good or bad teachers.

The second category of identification offered was teacher as decision-maker. I constructed this category in response to the positioning talk by the teacher educators who invited teacher candidates to identify themselves as knowledgeable professionals who make principled decisions about curriculum and instructional strategies in particular contexts with particular students. Teacher educators regularly presented teaching strategies to teacher candidates as options from which they might choose based on the particular situations they might teach in. There were no absolutes. You might also remind readers of the inductive/emergent nature of the categories – especially because you have separate chapters demonstrating your data.

Teacher candidates responded to this identification opportunity in varying ways. Some of them, for example, Anton, saw the variety of strategies and methods being presented to them as opportunities to develop skillful use with new teaching “tools” that might be useful to them in the future. Others, however, did not feel empowered as Anton did, and perceived their powers of decision to be limited to and by the options presented by their program and instructors. At times, the ways that teacher candidates interpreted the identifications being offered to them was contingent upon the sense of membership in a community they did or did not have.

The third category of identification created through talk that I identified in this work was teacher as community member. Unlike the first two categories, which were mostly generated from the top down—that is, they were generated through the talk of the teacher educators and then responded to by the teacher candidates—teacher as community member was constructed among the teacher candidates as well. The category of community member is also connected to the first two discourse categories.

In addition to being apprenticed into a larger community of secondary English teachers through the learning opportunities created by their instructors, teacher candidates created communities of like-minded peers relative to the other categories. In interviews and classroom observations, the teacher candidates indicated that they knew who among their classmates thought and believed as they did; they knew who aligned themselves strongly with the values and beliefs of the program and their instructors and who did not.

Over time and after participating in many of the same courses together, this group of teacher candidates came to know each other's views and favored strategies quite well. In an environment in which teacher candidates were expected to be/become decision makers, the idea that they may be influenced or persuaded to react or respond to instruction or ideas based on what their peers believed may not be tenable. However, what my data do support is the idea that individuals described, to varying degrees, feeling comfortable or uncomfortable expressing ideas, concerns, or particular values in this space. It is not my intention to suggest that teacher education should take pains to ensure that its participants “get along” with each other. But, I do think it is worth noting that participants have variable experiences in the social practice of learning to teach that may influence their comfort levels, their confidence in academic and intellectual freedoms, and the ways they respond to perceived conceptual or practical boundaries in the practice of teaching English.

While I have parsed these categories into three distinct entities for analysis, they overlap and are connected to each other as well as broader educational Discourses. Consideration of the value and place of new media technologies and ethos in the English curriculum is ongoing as educators and policy makers negotiate the relevance and affordances of including new media in the English curriculum and standards. For example, The Common Core State Standards (National Governors Association, 2010) for secondary English acknowledge the

need for digital literacies in grades 6-12, but they persist in their conception of English education as a print-based, text-centric endeavor.

As teacher candidates are offered the identification of decision-maker, they may be in a position to begin to not only negotiate their own conceptions of literacy, but they must also take into account state and national policies that define literacy and the nature of literacy learning in schools. As stated in Chapter One, how teachers come to identify themselves, how they negotiate and arrange the identification resources available to them during their development, may have implications for how they respond to policies, make learning opportunities available to their pupils, and seek out professional development throughout their careers.

Research Question 2. Two of the key findings related to the second research question had to do with the way participants used temporal markers and pronouns in their talk during course meetings. Teacher candidates used language in ways that suggested a hybridity among the identifications that were available to them. The most significant hybrid space teacher candidates occupied was simply that of teacher candidate, which is probably more accurately characterized by the now less-used nomenclature: student teacher.

Throughout my observations, I witnessed the teacher educators' attempts to position the teacher candidates to think about their decisions and actions as teachers in classrooms with hypothetical students. Tanya, especially, asked TCs to consider how, when, and under what circumstances they might use a particular strategy or when a specific theory might be used to rationalize a decision they would make as teachers. Concretely, one assignment they completed was to present a mini-lesson to their peers as they would teach it to secondary English students. The execution of this assignment hybridizes identities: teacher candidates must occupy the identification as teacher in order to think through the decisions they make to construct a lesson for future, hypothetical students in a classroom; yet, they are still college students being evaluated/graded for performing a task assigned by their instructor. This seems to be a complex space of identification wherein participants are not actually teachers, yet they are positioned to behave as if they are teachers. They are, in this activity, more than college students, yet still college students performing for a grade.

Through their talk to present their practice mini-lessons, participants regularly used phrases such as “you could have students work in small groups to finish this project.” My use of the pronoun you and the future conditional could are significant in this example of teacher candidate talk. The pronoun you suggests a depersonalization or generalization of the talk as if to suggest that any teacher, somewhere, some time might do as the presenter has described. In its difference from the first person I there is a separation by the speaker from the identification as teacher. This speaker in this instance has hedged her talk, perhaps to suggest that she has not fully occupied the identification of teacher at this point. She is acting as if she were a teacher to an extent, but that identification remains, for her, a thing in the future that she might attain (or not.). Similarly, the use of could suggests a possibility for the future and may be further evidence that the teacher candidate has not fully accepted the identification as teacher nor as decision-maker. She exists in a space of multiple possible outcomes and multiple variations of those outcomes. For now, they are uncertain and contingent in part upon her acceptable portrayal of a teacher to be evaluated by her instructors and her program.

Danielewicz (2001) argued that in order to become a good teacher that teacher candidates must first identify themselves as a teacher. This creates a tension for teacher candidates who may first and foremost identify themselves as college or graduate students. Differences between the two may be areas for future research. As a teacher educator I prepare lessons and require experiences for teacher candidates in my courses with the expectation that they will become teachers—that they are at least beginning to identify themselves as teachers—that is the identification I try to offer them. However, as evidenced by the data from this study, this is far from an uncontested space of identification for undergraduate or graduate students in teacher education. I will discuss this further in the Implications section.

Another aspect of talk in teacher preparation classrooms that merits discussion is related to the concept of the critical evaluator I introduced in Chapter Five. As I presented interactions related to this identification in Chapter Five, I included two interactions that involved talk about race. As race was not a primary analytic construct in my study I did not delve deeply into these interactions, but I would like to look more closely at one of them here and suggest that racialized talk in teacher education might be an area for further research. The

interaction was centered on Lola's group's decision to include a clip from the film *Crash* in their lesson revision that they presented to the class. Lola and her partners are White, and Kelly is African American; Lane is White.

I will not recount the entire exchange here as I did in Chapter Five. Kelly's main objection to the use of the clip was that in a certain context (she did not specifically describe the context she was implying) use of this clip might distract students from the academic focus of the lesson. The exchange concluded without a specific resolution. As I stated earlier though, the class often concluded that some teachers can use some strategies with some students and it depends on who that teacher is and who those students are. One question to raise here about teacher education is the extent to which "academic" focus is or is not separated from issues of race, equity, oppression, or other factors that may create unequal learning opportunities for students? Another question that might have been raised but was not during this lesson was whether or not and how the teacher's race and the racial composition of the students in the class is a factor in planning decisions and lesson implementation. Finally, the talk among the participants seemed to be grounded in assumptions that African American and White students might respond to the film clip in a particular way because they are that race. This kind of talk essentializes and homogenizes racial groups and may generate or perpetuate the thinking that members of a racial group think the same way or will respond the same way to a situation involving race. While I do not have sufficient data to support strong claims about this interaction, I can state that the brief discussion came and went without any attention being overtly drawn to the nature of the discussion. Was this a moment when it may have been appropriate/necessary for a teacher educator to step in and moderate a discussion of the questions I listed above? What are the identifications being offered to a group of teacher candidates who simply witnessed but did not participate in the discussion of this clip? How we do or do not choose to engage in talk about race and education in teacher preparation is, I believe, a matter for ongoing research.

Limitations and Discussion

As with any research, this study is limited—inherently, complexity is lost by the reductions I have made to represent and manage data throughout this process, though I have attempted to represent the relationships and

findings as completely as possible. Other limitations to address are myself as the interpretive instrument of the findings, my relationships with the participants, and the small number of participants in the research.

Because I have been solely responsible for the collection, analysis, and interpretation of the data during this research, I must recognize myself as the lens through which I have made meaning with these data. My fifteen years experience as an educator, eight as a teacher educator, are relevant to this study of the processes and practices of teacher education. While not ignoring my own experiences, I attempted to limit their influence on my thinking about the data by drawing inferences and conclusions from triangulated data—types of talk, topics, or ideas that appeared in multiple data sources. I also periodically shared my thinking about data with participants during informal discussions and the focus group as a form of member-checking.

I also had ongoing professional relationships with each of the teacher educators in this study. Melissa had been my supervisor for three years at the time of this study and Tanya had been a graduate student colleague for four years. While I knew them both well professionally, the nature of relationships created no reason for either of them to “give me what I was looking for” or be anything less than forthcoming in their responses to interview questions. Also, as stated earlier, one of the focal participants, Lola, and several of the members of the classes being studied were enrolled in a course I was teaching during this study. While some risk exists in these participants “giving me what I was looking for,” the fact that their responses triangulated with responses given by participants with whom I had no relationship beyond this research gives me confidence that the conclusions I have drawn are reasonable and not influenced by my relationships with the participants.

This study lasted for one semester and included 24 participants. The size and scope of this research are not uncommon among classroom studies of teacher education. However, conclusions that I draw are limited to the specific program being investigated and the themes that emerged may be particular to this group of teacher candidates and educators. I cannot make generalizable claims based on this research, but some of the findings may be transferable where readers recognize similar contexts and activities in their own teacher education programs.

To discuss my findings, I will relate them to some of the key concepts from my theoretical framework and findings from previous research. Bakhtin (1981) argued that identifications were the consequence of a negotiation for individuals between authoritative and internally persuasive discourses. Authoritative discourses are not to be questioned—for example, a military order from a superior office to a subordinate is authoritative discourse. Internally persuasive discourse may be negotiated, taken in part or whole and incorporated into an individual's own desires. The relationship of authoritative to internally persuasive discourse in teacher education is complex.

As discussed above, teacher candidates may occupy an identification somewhere in between teacher and college student. As future teachers they are encouraged to be decision-makers, knowledgeable, capable, principled practitioners with the power and expectation to decide what learning looks like in their classrooms. From this perspective, it might seem that the talk and Discourses of teacher preparation are intended to be internally persuasive. The message and identity space offered, then, may be something like: here are the options--you choose what suits you and your students best for their learning. However, as students in a college course teacher candidates are not free to accept or reject identifications as they please. For example, they must complete assignments made by their instructors (if they want to continue to identify themselves as college students). As such, teacher candidates find themselves in a complex mixture of autonomy and subordination. They are decision-makers who have to do what someone else tells them to do. Of course, this is not an uncommon position for people to be in, and it will be, to an extent, similar to the position they are in as teachers employed by a school and a state. But what are the implications of this space for learning to teach?

Alsop (2006) suggested that there are multiple tensions involved in learning to teach, and candidates' existence between teacher and student seems to me to be a particularly critical one. As teacher educators I presume we want teacher candidates to move continually toward a place of independence and autonomy, but this movement happens in a well-defined and confined space of the college classrooms. Can people become teachers while learning to teach under the supervision and direction of a college instructor themselves and without their own students?

Positioning theory (Davies and Harre, 1990) and self-authorship (Holland, et al., 1998) are also relevant concepts useful in drawing conclusions from these data. Positioning in the context of identity work has to do with discursively relating an individual to another individual or identification, which have consequences in terms of status in the relationship. As noted above, teacher candidates are positioned variably by their instructors as well as their peers. At one time they may be offered a position as a decision-maker or a new media practitioner; other times they may be positioned as students who must complete assignments to earn grades in a course. With each of these positions comes a “degree of relation to—affiliation with, opposition to, and distance from—identifiable others” (Holland, et al., 1998, p. 271). With the opportunity to identify oneself in a particular way or in relation to a specific aspect of English teaching, teacher candidates have the opportunity to relate themselves to a particular kind of English teacher.

In this sense, becoming a particular kind of English teacher is a matter of orchestration of parts of a possible identity (Holland, et al., 1998). Each of the parts exists in the world of teaching broadly, and a select few of them were represented in the CBI case studies I used to interview participants. Their responses to the interviews represented teacher candidates’ and teacher educators’ positioning themselves relative to various identifications. Further, how participants responded to the CBI cases invited them to discuss the various parts they perceived as available to them in their teacher education program. The Discourses and the associated identifications I chose to represent in the CBI documents are examples of available-in-the-world ways to be an English teacher. The participants discussion of and responses to the documents shed light on the aspects of these that teacher candidates had the opportunity to learn and become. As Segall (2002) found, teacher education programs “‘invite’ prospective teachers to learn some things rather than others” (p. 3). For example, it was clear in the data that teacher candidates perceived themselves to not only be invited to learn to be new media practitioners, but in some cases they felt this identification could mean their being perceived as good teachers or not.

Finally, Britzman’s (2003) work with Discourses in teacher education considerably influenced the framing of my study. She argued that the Discourses of a teacher education programs represent “institutionally

sanctioned” (Britzman, 2003, p. 39) discourses and resources that “make particular practices [and positions] possible and others unavailable” (Britzman, 2003, p. 39). My data have in some ways corroborated this position, but this work has also revealed that teacher candidates construct and re-construct Discourses within programs in response to institutionally sanctioned ones.

The data from this research, particularly data created through interviews with course instructors, revealed elements of what Britzman may refer to as institutionally sanctioned Discourses. The most prominent of these are the New Media Discourse and the Knowledgeable Professional Discourse. Each of the teacher educators in this study valued and promoted inclusion and uses of digital technology in her courses. It was a prominent component of the content in each of the methods courses and each named it as a characteristic value of the overall English teacher education program. Additionally, each teacher educator expressed interest in helping support teacher candidates in becoming thoughtful practitioners capable of making principled, knowledgeable decisions about content, pedagogy, and purpose in their own future classrooms. However, as the data make clear, teacher candidates resisted elements of these identifications; in some cases, it seemed possible that resistance was rooted in a particular stance toward institutionally sanctioned ideas in the first place. That is, when candidates began to perceive an over-emphasis on new media, some took an oppositional stance and occupied an identification that may not have been regarded as institutionally sanctioned. Then again, perhaps Britzman would argue that in the case of institutionally sanctioned Discourses, among the identification opportunities inherently exists that of opposition.

Another finding of this work supports the notion that talk in various contexts and genres within the teacher education classrooms create spaces that operate on a more local level than “institutional.” That is, while certain Discourses may exist in conceptual terms at the institutional or even departmental level in teacher education, the practices within the classrooms create and deny opportunities for identifications in equally, if not more, powerful ways.

The practices teacher educators and teacher candidates engaged in during this semester mattered in the kinds of influence they had on the nature of talk expected and accepted in the classrooms and in terms of the

identification opportunities that were offered and denied. In the context of whether or not teacher candidates are occupying a position of student or teacher in their talk, the practice in which they were engaged and the structure provided for that talk seemed to matter. For example, when teacher candidates presented their lesson revisions in Tanya's classroom and Tanya invited the other candidates to ask questions and discuss the lesson plans while she "melted into the wall," teacher candidates stepped into more teacherly identifications.

Tanya's talk invited her students to speak to each other as if they were teachers discussing lesson plans for students. If questions were asked or ideas challenged, then the teacher candidates talked to each other as if they were knowledgeable professionals. That is, they engaged in a genre of talk expected among knowledgeable professionals—the data reveal a more complex dynamic that I have discussed earlier. This type of talk created opportunities for teacher candidates to position themselves as students or teachers, as agentive actors in the present or figured as if practitioners in an imagined future. Such shifts and variation in the identification opportunities are not predicted or explained by Britzman's argument that top-level Discourses define and confine available identifications. The actors in the classrooms showed this process to be more dynamic and volatile at times.

On the other hand, when Melissa conducted course meetings that were primarily lecture, teacher candidates did appear to be less agentive as they settled into identifications as students receiving knowledge from and soliciting information from a more expert teacher. As such, the data here have provided evidence that not only do teacher candidates participate in the construction of or resistance to particular institutional Discourses, but also the nature of the practice in which they are participating matters as well. Talk occurs within the available genres and types of interactions that are created and made available by the specific practices within a teacher education course or program.

While I agree that institutional Discourses play a significant role in the offering and denying of particular identifications, the data here have shown that the opportunities created depend not on top-level Discourses, but on the specific interactions of talk, practice, institutional and personal histories, knowledge, and

more. Teacher candidates are being given certain opportunities, but how those opportunities are or are not taken up is a function of multiple influences that operate at a much finer grain size than institutional.

The teacher education courses and programs described here have “invited” teacher candidates to become decision-makers, community members, and new media practitioners. Within these Discourses are multiple possible identifications, and in the classroom talk I was able to recognize some of the ways that TCs were orchestrating the discursive resources available to them to construct identification possibilities for themselves.

Of course there are many factors that influence who a teacher becomes and why she identifies herself in a particular way, and naming all of those influences, if it is possible, is beyond the scope of this study. However, what this study does reveal is that teacher candidates are in fact orchestrating the resources in many different ways and becoming many different kinds of teachers in the process. The implications of this for teacher education practice, theory, and research are discussed in the following section.

Implications For Practice, Theory, and Research

I see at least three relevant implications for teacher education practice in the findings of this research. The first is that this research may bring to the foreground of teacher educators’ thinking the facts that:

- identity negotiations are constantly going on in teacher preparation and
- teacher educators and programs supply a great deal of the “raw materials” that go into the mix of orchestration for teacher candidates.

Amidst calls for teacher preparation to focus attention on the teaching skills candidates add to their repertoires during teacher education (Ball & Forzani, 2009), this study reiterates earlier conclusions drawn by Danielewicz (2001) that teacher educators should develop pedagogies that emphasize teacher candidates identity development as well as teaching strategies. This study also sheds light for teacher educators on the complexity of the identity work that goes on in teacher education. Awareness that teacher candidates are managing and attempting to orchestrate multiple resources, social relationships, and tensions among prior knowledge, beliefs, and new information they are exposed to is complex work.

Furthermore, as teacher educators we must always recognize that the choices we make are not neutral or value-free, and while the specific work we do with teacher candidates may be context dependent, the Discourses we invite into our teacher education courses and programs extend well beyond our walls—they exist and have life and meaning in the world. Our work with teacher candidates positions them and asks them to position themselves in relationship to ways of thinking about the English teaching and the world that may be consequential to their own students' opportunities to learn. For example, educational policy and standards are informed by conceptions of literacy that outline (or define) what students have the opportunities to learn and do with print and non-print texts in classrooms. How teacher educators position teacher candidates to think about and relate to literacy may have an influence on the kinds of texts students read, the ways they are asked to read them, and what they have the opportunities to do in response to them.

This research may offer the beginnings of a conceptual heuristic that could guide teacher educators' thinking about the ways English education courses work and what they offer teacher candidates. As outline in this paper, such a heuristic might begin with thinking specifically about how conceptions of literacy are presented and considered, how teacher candidates are or are not positioned and allowed to become decision-makers, and how they begin to (or not) see themselves as members of a larger community of teachers who perceive the identification of English teacher similarly to themselves.

In terms of theory, this study may help educators think about how the ways identifications are offered and constructed in the world is relevant to the contexts of teacher preparation. We might continue to theorize the relationships among the conceptual resources available to teacher educators and teacher candidates and how those resources are negotiated, orchestrated, and taken up or not by participants. Such theorization may bring a stronger and more articulated understanding to the process of learning to teach and help teacher educators continue to move out of a process-product orientation to teacher education toward a more complex conceptualization of what it means to individuals to become a teacher. We know that teacher knowledge matters (Schulman, 1987), but we know less about how teachers make sense of the opportunities teacher preparation

provides them to be certain kinds of people, and the theories I have brought together in this work may help continue to unpack this side of the problem of teacher education.

This research may have implications for future studies in teacher education as well in the forms of methods developed and unanswered questions that have arisen. In terms of methods, the CBI protocols proved to be useful as tools to prompt participant talk about how and why teacher educators offer the kinds of opportunities they do. They also were useful in helping novice teachers talk specifically about the nature of their learning in teacher education. In the future, CBI or case studies like them may be coupled with think-aloud protocols to help researchers examine the connections teacher candidates make among classroom scenarios and specific points in their preparation. Given periodically over the course of a teacher preparation program, the CBI/think-aloud protocols might help educators recognize and map the terrain of teacher knowledge and identification changes over time.

While the tools of this research have been useful for answering some questions, they have certainly brought many more questions to light. At the top of the list for me is to think about how status and social power are negotiated and to what consequence in the teacher preparation classroom. How does who offers an identification matter in relation to what the identification being offered is? How does race matter in teacher education classrooms that are typically predominantly populated by White prospective teachers? How is talk about race managed, facilitated, and communicated as an expectation by teacher educators?

Teacher educators were treated as “source material” in this study—they were one of the sources of identification opportunities for teacher candidates, but how do they see their role? What perception do teacher educators have of their abilities and responsibilities to inform and shape the developing identities of the candidates in their charge?

Finally, talk has been the focus of this investigation, but clearly policies, practices, texts, and many other material and conceptual tools come into the mix of negotiation and orchestration in teacher education.

Questions for future research may include:

- What influence do policies, practices, and texts have on decision making?

- What kinds of opportunities are created, offered, and denied by the rules and practices that govern the ways teachers are prepared in schools and colleges of education?
- How do they influence the kinds of teachers candidates have the opportunity to become?

These and other questions related teacher candidates' and teacher educators' identifications as they participate in the Discourses of teacher preparation are worthy of further study, because I have demonstrated, teacher becoming is complex, important, and offers compelling grounds for future inquiry.

APPENDIX

Case-based interview texts

Case 1: Critical Approach. A. Teacher stands in the usual between-classes spot in the classroom doorway to greet and inspect each student with a warm smile. “Good morning! M. Rivera.” Without acknowledging the teacher’s greeting, Antonio (M. Rivera) brushes past silently, making no indication that he plans to tuck in his shirt-tail. A. Teacher calls to him, still smiling: “M. Rivera, I said good morning to you, sir. In this classroom when one person greets another, the expectation is that a greeting is returned.”

“I’m not even in the do’ yet. ‘Sup, Teacher.”

Smiling, but firmly, A. Teacher responds, “First of all, don’t come in this classroom talkin’ about the do’, the flo’, or wanting mo’. We say door, floor, and more in here, my friend. Second, straighten your collar and tuck in your shirt, please, so you look like your ready to be smart today.”

The class has spent the last several periods studying the representation of people of color and people from the lowest income groups (representative of the students’ and their families) in their local print and television media. Today’s lesson begins with A. Teacher pointing to a list on the board of characterizations of people of color in popular televisions programs that students watch. During the review discussion about the variety of images, students frustrations are renewed at the ways they see “people like us” characterized inaccurately or unfairly, but then, a male students speaks.

Marcus: But you just did it, too, to Antonio, when he came in the room.

Teacher: What did I do? Say more.

Marcus: You got on him for not tucking in his shirt and characterized him as not smart for how he was dressed. What’s your shirt hanging out got to do with you being smart? I tuck my shirt in when I come here, but when I leave I take it right out again—do I get less smart?

Cecilia: No, but you may look like you’re less smart.

Teacher: Even outside of school, he looks less smart?

Cecilia: No, outside of school nobody cares how you look. It’s about what you do and say that matters. You do some dumb stuff, people know you’re not smart. But inside they say we gotta dress a certain way, you say we do, but really it doesn’t have anything to do with being smart.

Antonio: so what does it have to do with?

Teacher: Class, do you remember what we’ve called this before, when you have to do something or speak in a certain way because that’s how the people in charge say it is in a place?

Several students: the culture of power!

Teacher: yessir! And that was a very good critical observation you made, Marcus. Keep it up!

A. Teacher uses this discussion to transition into the rest of the class during which students work in small groups on their Community Research Projects. The project has several year-long guiding questions including: *What’s good around here? What’s Not So Good Around Here? Why Is It Like That Around Here? What Can We Do To Make It Better Around Here?* A. Teacher has designed lessons that connect *What’s Good Around Here?* to students’ study of characterization in their reading and writing.

A. Teacher explained, “You all have been working to write what’s called a ‘counter-narrative.’ A narrative tells a story and we’ve looked at the kind of story that gets told about the people in our neighborhoods.” Terry interrupts, “And it’s not a good story!” A. Teacher continues, “So you all are going to *counter* that story with your own voices, your own story, from the inside of what’s going on. And you are going to use the tools of characterization that we’ve studied to do it.”

Students begin to draft character profiles of individuals they have chosen, people they know in the community, who make positive contributions. The profiles will be included in the Community Research Project to address the question, *What’s Good Around Here?* Their goals, as conceived collectively by the

students, are to produce an “insiders” representation of their community, to focus on the positive aspects of life in their neighborhoods, and to share these with a broad audience either through the internet or a print publication to be distributed at common areas such as post offices, barber shops, coffee shops, grocery stores, laundry mats, etc.

Case 2: Standardization. As students enter the classroom, they find M. Teacher standing next to the whiteboard at the front of the room, smiling and offering general “good mornings” to clusters of students as they arrive. One hand extended high to the top of the board taps repeatedly next to the words “Daily Objectives” written on the board. “Two objectives today, folks, let’s get settled and get them copied into your notes, please.” The two learning objectives for the day are phrased from students’ points-of-view and read: *I can identify an author’s use of physical description as a characterization technique in a novel* and *I can use physical description in my own writing to reveal and develop a fictional character*. The relevant state curriculum standards are written in parentheses beside each statement.

As students begin writing, M. Teacher says, “I’ve checked the pre-assessment on physical description and characterization that you all did yesterday, and judging by your performances on those sample end-of-course exam questions, you all need a good bit of practice with this concept and these kinds of questions. So, listen up today, people.”

After reviewing with the class the definitions of *physical description* and *characterization technique*, M. Teacher assigns an activity from the curriculum guide to help students practice identifying physical descriptions in fiction. “You’ll partner with the person sitting next you and use the colored pencils I’ve put on your desks. Together, read the first two paragraphs on page twelve and use a different color to underline each of the physical characteristics I’ve listed on the board: *clothing, hair style, body type, accessories (e.g. brief case or bicycle)*. Take about five minutes to do this together.”

Teacher: Okay, what are some key words or phrases that the author uses to describe this character’s physical appearance to us?

Student 1: She said the guy was “unshaven.”

T: Good, what exactly does that word mean?

Student 2: That he hasn’t shaved his face in awhile and it looks scruffy.

T: Okay, right. What other physical descriptions did you see?

Student 2: It says that he’s wearing high-top sneakers and baggy shorts.

T: Yes, good. Does anyone have any questions about why these specific phrases are physical descriptions? No? Okay. So we remember that we can use these physical descriptions to help us do what when we read?

Student 3: Visualize the characters, see them in our heads.

T: Exactly, good you remembered that one. What else?

Student 4: It helps us know if, like, we want to like that character or not?

T: Well, there’s also a lot of other stuff going on with characterization that can help us that way.

Remember that we talked the other day about making inferences? If this character is wearing basketball shoes and baggy shorts, maybe we can infer that he’s on his way to a gym or park to play ball.

After another two examples, M. Teacher hands out a sheet of paper to each student and instructs them to read the remaining five pages of the chapter silently, continuing their marking of the text. On the handout are ten multiple-choice questions about the chapter, all addressing issues of characterization. Five of them deal with physical description, and the remainder with other characterization techniques—M. Teacher intends to use these as a pre-assessment of students’ abilities to recognize them. “Finish reading and marking on your own silently. When you’re done, complete this handout. Remember your test-taking strategies: I want to see everyone cross out the answer choice that is obviously wrong before you select A,B,C, or D.”

Case 3: Teacher Researcher. O. Teacher is at the back of the room standing behind a video camera on a tripod as students enter the room. Tracy has transferred into O. Teacher’s class from another

English teacher's class, and this is her first day in the new classroom. Excitedly, she gasps, "Oh, are we making a movie?" O. Teacher smiles and says good morning to all the students. Then says, "Class, please explain to Tracy what the camera is for."

Maurice: We're not making a movie; we are the movie. One day every week, O. Teacher videos our class to show to other teachers.

M. Teacher: And what are the rules on video day, Maurice?

Maurice: If you simply must smile and wave at the camera, do it when you first come in, get it out of your system, then try to ignore it. We're students not movie stars.

Amber: YET! (Amber clowns a huge smile and exaggerated wave at the camera and O. Teacher). Tracy glances around to see most of the students making quick waves at the camera as they take their seats. So, she does the same.

M. Teacher: Okay, come on in take out the characterization of your secret classmate that you wrote last night and begin your journal writing please. I just have to finish setting this up and we'll get started.

M. Teacher: Okay, we're going to try some different small groups today. I've seen some patterns in your work styles and your different strengths in your writing and discussions the past few weeks, so I want to group you according to who I think you'll work best with for this discussion and workshop. Your groups for today and tomorrow are on the board.

The students find their small group assignments and move around the room to join their groups. They settle in and begin to discuss their journal entries, talking about what challenged them most about writing characterizations of classmates and what they thought were the most important physical traits to include. As students worked, M. Teacher began taking notes in his teaching log. He watched and listened to each group to notice which students were most actively discussing the work and which weren't. The new group assignments were the latest in a series of what he thought of as experiments. Each lesson plan, to him, is an experiment that helps him understand the conditions in which his students are learning and working together optimally.

While they worked, M. Teacher stopped to talk briefly to Tracy and handed her a questionnaire with ten questions about her study habits, how she likes to learn, what she thinks her strengths and needs are in English class, what kind of music she likes, and so on. A female student, Amanda, chimes in, "Tracy, welcome to what we affectionately call 'The Lab.' M. Teacher uses all this data on us to make assignments and see what we need to learn. Every once in awhile he shows us these charts he makes to see how we are doing. He teaches us English, but he really wants to be a scientist or something."

M. Teacher adds, "And, the data helps me help you learn your best, doesn't it, Amanda? You all looked like your were having a very engaging discussion over here, weren't you? Better than the other day?"

Amanda, feigning reluctance, admits, "Yes, yes, you're right again! We did have a good talk about why we each chose to emphasize different features of our character. This group had a lot more to say than my last group. You win, Data Man!"

As M. Teacher makes a few final notes and readies himself to begin the whole-class discussion, his colleague, Ms. Jones, pokes her head in the doorway: "M. Teacher, we are still on for lesson study this afternoon, right? You're bringing the video, right? We're going to meet down in M. Smith's room, and Ms. Jackson said she'd be late, but will be there. Oh, by the way, I saw your article in my new *English Journal*—congratulations!"

Case-based interview protocol

- What does she want her pseudonym to be?
- Read directions to her; emphasize the highlighting or marking of text and making notes

- What seems to be really important to each teacher? How do you know?
- What aspects of the teaching depicted here closely resemble the image you have of yourself in the classroom? For how your students will work and learn?
- Which of those things do you feel you're being prepared to do?
- Are there some positive things that you think I'd like to do that, but not sure if I know how yet or would be able to pull that off? That you're not being prepared to do?
- What are some aspects that you find particularly undesirable about the cases? Why?
- Finish: I want to be the kind of English teacher who _____ (and this can be a substantial/long list; doesn't have to be a quick answer)
- Do you feel a connection in those terms with others in your class? That is, do you feel like there are others who want to become the same kind of English teacher as you? How do you know that they want to be that kind of teacher?
- Do you feel supported in that conception of yourself? Why/not? How?
- Do you recognize any obstacles or challenges to your becoming that kind of teacher?
- Finish: my teachers/program want me to be the kind of English teacher who _____ (again, can be a long answer)
- How do you know?
- What's your perception of the overall tone of the classes or classmates' attitudes toward
 1. The ways you're being prepared to teach English
 2. The instructors
 3. Each other
- Do you feel like when people talk in class that there are patterns in terms of how they talk about teaching? For example, do you think that the people who talk the most are fairly traditional in their approaches or very concerned with urban schools or whatever?
- Are there some people or topics or ways of talking about English teaching that you are always sure to listen carefully to?
- Sure to tune out?
- Do you see groupings of people in your classes—folks who have similar ideas about what English teaching is or should be? How do you know—do they sit together? Nod a lot when each other speak? Roll their eyes when members of different “groups” or individuals speak?

Focus group interview protocol

Focus Group Interview

December 8, 2010

Library

1. What features of these descriptions do you think resemble the kind of teacher you think your courses prepared you to be?
 2. What tensions (if any) did you experience between your ideas about teaching and the course's ideas about teaching?
 3. Did you experience any conflicts or tensions with your peers or instructors in terms of your ideas or visions of English teaching?
 4. What differences did you notice in what you highlighted/how you read the cases now versus how you read them the first time?
-
- A. Do you notice yourself talking or thinking differently about different topics now than in the early part of the semester?
 - B. What's assumed to be true in your classes about the teacher you will become? **WORK ON THIS QUESTION**
 - C. My job in these classes as a teacher candidate is to_____ (take in as much as I can; choose what I want and discard the rest; reconcile what they're telling me with what I already know to be true and believe, etc.)
 - D. Typical speech constructions:
 - What you should do is_____
 - What I would do is _____
 - It depends
 - You have to know your students
 - E. From time to time you get answers that don't entirely answer your questions (e.g. R. on Monday—did I answer or talk around it; BOTH). What do you do with that kind of response?
 - F. Write down: I'm the kind of English teacher who_____. Then compare their answers. Do the others see in the differences how one could arrive at that via these methods courses? Or did that clearly come from somewhere/one else?
 - G. What's the best thing about your classes?
 - H. How do you know when someone is speaking in a way that you agree with or not? What are some key words, phrases, or ways of talking that signal to you that someone is saying something that you might say to yourself, yes, that's who I want to be?
 - I. Has there been a time when someone said something (teacher or peer) that prompted you to change your mind about an aspect of English teaching?

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