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AJAL is an international, fully refereed, open-access e-journal led by FAAPI (Federación Argentina de Asociaciones de Profesores de Inglés, www.faapi.org.ar). It is a publication for teachers, trainers, and researchers interested in sharing their expertise, experience, and concerns in the fields of Applied Linguistics and English Language Teaching. AJAL welcomes original research articles, state-of-the-art articles, literature reviews, materials reviews, and classroom accounts which focus on practical aspects.

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# Editorial introduction

Our November issue marks the completion of our first five years as an Argentinian, international journal, which calls not only for celebration but also for assessment: we need to see what has happened within our pages these past years to plan for the next five. When we reread our past issues, we cannot but perceive that our journal has circulated internationally –many authors are foreign—, that it has mainly circulated among teachers and that most national authors work at universities. This makes us wonder why teachers working at other educational levels rarely submit articles; why few articles approach non-educational issues also studied by applied linguists; why we know so little about research findings in Argentinian EFL graduate programs; why researchers who work within the field of translation studies do not publish their results in our journal. These musings have made us think of ways in which we can make AJAL a better medium of communication within the field of Applied Linguistics, both nationally and internationally.

For starters, it could be timely to remember what our journal is about: Applied Linguistics, which in the mid-twentieth century contributed to the adoption of scientific approaches to the teaching of foreign languages and to the development of automatic translation, has broadened its goals in the past decades beyond the study of language acquisition and machine translation. As an interdisciplinary field, it now strives to develop research that addresses practical problems related to language, such as the development of literacy in refugees, the production of written texts for unwritten languages and the study of communication problems. It develops tools for language assessment and for effective translation and interpretation. It actively discusses the role of the mother tongue with multicultural students, language policy and planning, and foreign language teacher education. In other words, it contributes to a better understanding of the way society communicates in one or more languages. Although AJAL depends on an institution formed by EFL teachers, it welcomes articles addressing different types of communication issues, since they will enrich, eventually, our classroom practices.

This assessment has led to a number of proposals with we hope will be interesting to both, authors and readers. With a view to getting to read more about translation and interpretation issues and about the teaching of translation, we are planning a Special Issue for November 2019. We kindly invite authors to submit their articles before September 30th.

Also, in order to visibilise the work of Argentinian colleagues in the fields of English language teaching, ESP, and linguistics and literature applied to language education, AJAL will start to include, as from 2018, a new type of article about which you may read in the journal's webpage: articles about ELT research in Argentina. We expect these articles to summarise and problematise research projects in one of the fields above carried out at one university/faculty between 2015 and the present. Finally, we would like to remind novel teachers who would like to start to carry out research and submit their work to AJAL that in 2018 FAAPI will ba launching a third edition of their online course on academic writing, which could be interesting for those of you with no prior experience in the field.

In this issue we are glad to present two national authors. In "Metalinguistic discourse about English on Flickr: a case study on Irish identity," María Florencia Stok reports on a case study of the way metalinguistic discourse, language and cultural identity interact in the social media, specifically in Flickr, an online site used to share pictures with short comments. Her aim was to describe the metalinguistic discourse of Irish users' posts in order to ascertain links to their own perception of identity. The author's conclusions are relevant to the EFL teachers' community: she states that "English is probably re-building its role as a lingua franca, as Irish Flickr users prefer it to Irish slang to communicate with an international audience (…) This phenomenon can reinforce the significance of English as a lingua franca, and thus its importance in growing multi-lingual classrooms."

In the second article, María Cristina Sarasa and Daniela Solís share their research into the storied construction of future teachers' professional identity. In "Narrating the temporalities, localities and socialities of future English teachers' professional identities," they approach multiple narratives and journal entries co-composed with ten students at an EL teacher education program in an Argentinean state university to understand how undergraduates (re)negotiate their fledgling identities throughout their intricate academic journeys towards becoming EL teachers. They endeavor to give a voice to South American teachers, who they perceive as silenced by the international community. They succeed in their aim, which in their own words is "to foreground some of these voices by narrating (future) teachers' construction of their narrative identities within the three commonplaces of narrative inquiry as they pertain to their university education."

This issue includes the review of five books which, together with these articles, weave a running thread: *English Language Teaching in South America: Policy, Preparation and Practices*, reviewed by Darío Banegas; *La importancia del análisis crítico del discurso y la gramática visual para analizar textos. Propuesta de actividades enmarcadas en la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz*, reviewed by Flavia Bonadeo and Susana Ibáñez; *Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras*, by Eugenia Carrión Cantón; *Initial English Language Teacher Education International Perspectives on Research, Curriculum and*

*Practice*, reviewed by María Alejandra Soto; and Doing Sociolinguistics: A Practical Guide to Data Collection and Analysis, which was reviewed by Ali Alsaawi. In the same way the articles deal with the construction of identity —in the social media and throughout teacher education programs—, these books explore different facets of the same issue: they intersect EFL teaching and research with national policies, with professional education, citizenship, borders and new media.

In a word, this issue, which we so proudly present, renews our commitment to communication and peace-building in a world where they are very much needed. Let us hope future issues will find us celebrating renewal, growth, fraternity and solidarity.

Darío Luis Banegas and María Susana Ibáñez

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# Metalinguistic discourse about English on Flickr: A case study on Irish identity

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**ABSTRACT**

This paper is a case study focusing on the analysis of the relation among metalinguistic discourse, language and cultural identity. For this purpose, it examines the posts of ten Irish speakers on Flickr, an online site where users commonly share pictures with short comments. A small-scale corpus of 84 English-written utterances was collected to describe the metalinguistic discourse of users' posts in order to ascertain links to their own perception of identity. Results demonstrate that Irish users seem to prefer online communication in English although they have developed a strong sense of individuality, which is characterized by employing traditional Irish stereotypes as positive identity markers.
Keywords: metalinguistic discourse; Irish identity; Flickr; culture

**RESUMEN**

Esta investigación es un estudio de un caso sobre la relación del discurso metalingüístico, la lengua y la identidad cultural. A tal fin se examinaron los comentarios online de diez participantes nativos de Irlanda en Flickr, un espacio virtual donde los usuarios suelen subir fotos y algunos comentarios cortos. Se recolectó un corpus pequeño de 84 proposiciones utilizadas para describir sus percepciones sobre su identidad. Los resultados demostraron que, aunque los usuarios irlandeses optaron por comunicarse en inglés, estos habían desarrollado un sentido profundo de la individualidad caracterizado por asumir estereotipos irlandeses tradicionales como marcadores positivos de su identidad.
Keywords: discurso metalingüístico; identidad irlandesa; Flickr; cultura

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"LANGUAGE IS THEN a 'double-edged sword; constraining identity by erecting boundaries between 'them and us' be they geographical or sociocultural, and liberating identity by offering fresh opportunities to cross barriers and boundaries" (Evans, 2015, p. 4). In the current globalized world, communication can provide a means of encouraging identity plasticity (Barker & Galasinski, 2001, p. 26) or the dynamic adoption of linguistic, social and cultural characteristics that allow individuals to change roles and integrate into different community groups. In this respect, language may be an ideal instrument for diminishing long-standing differences as well as improving international and intercultural communication. Paradoxically, it is claimed communication might also stimulate language use as an identity marker with the potential of separating society into socio-cultural sub-groups.

Social media, such as Flickr, have direct implications for language and identity as they are perceived as major vehicles of socialization, where individuals participate in a community of speakers in the present that also connects, via cultural transmission, with the past and the future. What characterizes Flickr from other social media is that its users employ little language since they prefer pictures. As a result, that language, although atomistic, becomes a significant field to analyze metalinguistic discourse: the use of reflexive expressions surrounding personal language descriptions or pictures (Arigne & Rocq-Migette, 2015). Though it is not the intention of this study to examine the pictures uploaded by users, Flickr, as an international community, is a virtual space where it is possible to find instances of how people resort to language to describe their language, and thus their feelings of social identity.

Due to the strong relationship among language, culture and identity, this paper aims at describing a case study showing how Irish users of Flickr employ language to describe themselves as well as to recreate their identity. Heininge (2009) argues that the Irish language is a rich terrain to examine the dichotomy between written language and perceptions towards social identity. The author claims that while language tends to follow the English standards, it mirrors a strong cultural conflict and deep desire for individualism. Accordingly, Flickr might be an interesting research area for proving this assertion.

## Theoretical Framework

### Language, culture and identity

Language and identity are intimately related: identity is concealed in language while language is its voice. Not only does this interplay mirror social values, but it also reveals individuals' cultural identity and sense of self (Kramsch, 1998, 2013; Kroskrity, 1999). "Language is the way individuals situate themselves in relationship to others, the way they group themselves, the powers they claim for themselves and the powers they stipulate to others" (Lippi-Green in Nunan & Choi, 2010, p. 77). Simply stated, language is used as a

kind of self-branding tool whereby individuals unlock socio-cultural patterns that unfold congruent or incongruent interactions between speakers or community groups (De Fina, 2012).

Identity involves people's explicit or implicit responses to the question: "Who are you?" This may sound fairly simple, but it masks considerable amount of complexity (Schwartz, Luyckx & Vignoles, 2011, p. 6). Identity is a changing cultural construction that is modified by speakers' personal and collective history as well as the continuous assessment of their community prestige and their own prestige within that community. Hence, its multi-faceted essence exerts a far-reaching impact on individuals' integrative motivation and self-perception (Schwartz, Luyckx & Vignoles, 2011).

Foulcault (1980) maintains identity is a temporary creation emerging from the daily exercise of power. In this sense, it is conceived as a choice for what is perceived as prestigious. Prestige stems from a web of complex cultural relations where individuals negotiate multidirectional representations through discourse. The technologies of the self (Foucault, 1988) or the social practices of self-disclosure such as diaries, autobiographies and social media, illustrate how language constructs and is constructed by a variety of active relationships. Consequently, language becomes the dynamic interplay between the identity forged by historical background and the one based on the desire for a different future (Blot, 2003; Norton, 2000, 2013; Weedon, 2004).

**Irish identity**

Schwartz, Luyckx & Vignoles (2011) as well as Labov (1972) argue identity is an essential feature of any social act. According to Chassy (as cited in Evans, 2017), individuals tend to display socio-cultural affiliations towards a particular community, which can result in the adoption of its language and perceptions. Baggioni and Kasbarian (as cited in Versluys, 2000) refer to this phenomenon as identification or the encouragement of positive interpersonal-intergroup social relationships with the community. However, identification does not necessarily imply linguistic uniformity because sharing the same language does not entail displaying the same cultural identity.

The various colonization and migration waves to Ireland have unfolded a society where revival efforts intersect with the historical imposition of the language of the colonizers (Heininge, 2009). This dichotomy presents an unresolved conflict between the adoption of Irish or Standard English. The former calls for an awakening of the Celtic culture by rejecting to accommodate to Standard English (Dowd, 2011). This view is supported by claims such as "'a people without a language of its own is only half a people'" (Davis in Edwards, 2010, p. 108). Because the Irish language was traditionally stereotyped as inferior or shoddy by English rulers, many fruitless attempts were made to replace Irish by Standard English, placing the first at the verge of extinction. During the 19th and the 20th century, national identity movements turned Irish into a symbol of local identity by stressing the

importance of an Irish education and the need for the replacement of English names for Celtic ones (Hickey, 2007). On the contrary, adherents of Standard English conceive accommodation to a seemingly growing anglicanization could foster integration as well as social development. Due to the current status of Standard English in the globalized world, speakers appear to require an increasing competence in English, resulting in a shift towards the language of the oppressor (Edwards, 2010; Heininge, 2009).

**Metalinguistic discourse and sociolinguistics**

Speakers' reflections on their own language may reveal affinity or distance from ideological imperatives and cultural perceptions. Language, aside from physical and intellectual features, is the means whereby speakers assess others and accommodate to the socio-cultural characteristics of a group (Evans, 2015). In this sense, metalanguage reveals integration efforts by adhering to the cultural stereotypes that emphasize social membership and cultural compatibility with a prestigious group (Jaworski, Coupland & Galasinski, 2012; Lindsay, 1997). Therefore, it could be an indicator of how language facilitates what Kristiansen (2001) refers to as positive distinctiveness, or speakers' motivation to be regarded as an in-group member.

However, metalanguage might unveil cultural clashes between overlapping identities by deviating from membership criteria and stressing stereotypes that foment distinctions between social groups (Arigne & Rocq-Migette, 2015). Zuengler (as cited in Giles, Coupland and Coupland, 1991) declares culturally diverse speakers employ metalinguistic resources to mark their ethnicity when they perceive the interlocutor as a threat. The author also maintains speakers can resort to standard language, regional varieties or stereotypes to be differentiated from addressees. Hence, the metalanguage of stereotyping could signal the existence of a growing recognition of cultural minorities as opposed to the dominant culture.

**Social media**

Social media are currently used for many purposes ranging from mere communication to marketing. In the post-modern society, characterized by its almost boundless and unlimited communication forms, public social media are free means of individuality since the audience is so wide that it is a virtual stranger. Technology enables its users to connect with diverse and multi-cultural groups (Danet & Herring, 2007). Moreover, as online posts lack strict control, any message can be made public, even if it is offensive or repetitive. As a consequence, comments as well as thoughts that would not be externalized in a face-to-face conversation tend to be expressed without restrictions in the virtual space, leading to a greater authenticity (Seargeant & Tagg, 2014). In this sense, the web has transformed into some kind of utopian space where nothing is actually impossible because the inexplicit is made explicit. The digital version of an individual's identity might reveal a great deal of his real self (Lipschultz, 2014).

Individual and collective identities are impacted by these new media on account of the fact that they become transparent in users' posts, uploaded images, videos or audios. The opportunity for displaying one's individuality with a large public opens a window to an unprecedented capacity of expression that is not regulated by old, traditional sources such as family. This phenomenon fosters a creative self-image that may deviate from expectations (Oliver, 2016). And even if so, comments seem to encounter radical support from the online community. Consequently, language is freed to express the identity the media user desires (Danet & Herring, 2007; Lipschultz, 2014; Seargeant & Tagg, 2014).

Social media enable users to become members of online communities that do not necessarily coincide with geographical limits. These groups tend to interact by means of linguistic accommodation while simultaneously retaining their own idiosyncrasies (Seargent & Tagg, 2014; Standage, 2014). Thus, the aforementioned authors suggest that online spaces provide a field for the intersection of the global and the local as well as the opportunity to exercise identity plasticity (Barker & Galasinski, 2001, p. 26) to a greater extent since virtuality permits a substantial degree of flexibility (Oliver, 2016).

## Methodology

The results of this article are based on a case study that was carried out in March 2017. A corpus analysis methodology was employed because it could serve, in Hunston's words (as cited in Hunston, 2006, p. 117), as a "repository of cultural information about a society as a whole". Although a larger sample might have been used, it was assumed that a case study would provide the opportunity for describing language in a more comprehensive way.

### Participants

Participants were drawn from a convenience sample of 10 Irish native speakers who were active users of Flickr. On average, participants (5 females, 5 males) were 16-20 years of age (M=18). They were studying at secondary school or pursuing an undergraduate degree at university.

Irish participants were selected because they are good representatives of the vast cultural richness and ambiguities of the United Kingdom that portray the actual complexities of the relationship among language, identity and culture. Besides, as native speakers of English, they were assumed to represent equally well the traditional English standard written language as well as the linguistic characteristics of the Irish variety and its slang.

Subjects were contacted as they had participated in an international student exchange program during 2016. A group of adolescents from a secondary school in Ireland studied in Argentina for a four-month period at a partner institution located in a western town of the province of Buenos Aires, Argentina. They were asked to cooperate with this project as well as to assist the researcher in extending the invitation to other Irish-speaking mates who could become potential participants. This resulted in an initial sample to which the following

selection criteria were applied so as to ensure its representativeness:

1. Nationality. Participants were born in Ireland and were native speakers of English.
2. Age. Subjects aged 15-20 were asked for participation based on the studies on ethnical diversity and multiculturalism in Reitz, Breton, Dion and Dion (2009). The authors suggest people in the aforementioned age range tend to display a wide variety of social dynamics as they appear to be generational in-betweeners who grew up with popular local traditions while using the new communication forms.
3. Communication. Participants frequently used Flickr to communicate with other Irish users. They also had followers from other nationalities.

Subjects fulfilling the above-mentioned criteria were sent an online invitation to participate for free in this study and were explained about the general research topic, the tasks they were expected to perform, the extent to which their answers would be held confidential as well as their rights to anonymity and privacy.

**Corpus collection and analysis**

Flickr was selected as a convenient social platform owing to a number of reasons. First, it is an online space with various users with multiple nationalities. Therefore, it seemed an ideal place to examine how users described themselves in front of a large pluralistic audience. Second, Flickr is characterized in the cyberspace as a photo sharing site. Hence, language comments tend to be short and to the point, which was perceived as a facilitative feature for this study. On the contrary, other online sites exhibiting long posts could be too obscure or ambiguous due to their lack of linguistic formality.

The researcher's role was that of a passive observer (Underberg & Zorn, 2014), a member of the social media under examination who witnesses online communication flows but does not interact with participants. Passive observation allows the detection of online behaviors in a more unbiased way owing to its lack of socio-cultural engagement in the online group. However, because the relationship between the researcher and participants is asymmetrical, the latter can perceive the former as an outsider intruding in their interactions, a fact which may limit their posts or make them more aware of the content uploaded to social media (Underberg & Zorn, 2014).

As regards analysis, the first step was to collect a specialized corpus of naturally occurring, random posts among Irish users for a time range of five days. This period was selected since it was assumed that, as subjects were offering their collaboration for free, a short data collection time would encourage their participation and weaken the possible perception of a prolonged privacy invasion. Besides, as the whole sample was manually compiled and examined, it was also believed that a limited collection period was recommendable due to practicality reasons.

The second step comprised a lexical analysis. Posts were scrutinized according to

whether they presented any metalinguistic mention to participants' perception towards their Irish identity. As a result, an output of 264 naturally occurring posts was gathered, summing up a total of 84 English written utterances. As expected, the lexical density of the corpus was low since the total number of tokens was of 1848 with 1163 distinct words.

Word frequency, key words and expressive terminology were studied on account of their potential cultural and ideological saliency. Metalinguistic discourse was used in its interpersonal variety, characterized by exploring the writer's attitudes rather than textual markers (Arigne & Rocq-Migette, 2015). Other features like collocational strength degrees were disregarded. Pictures, photos and emoticons were also excluded from this paper on account of their aesthetic implications, which would require a specialist in semiology for proper description.

The third step consisted in annotation so as to ascribe words and multi-word items into categories that would facilitate interpretation. The categories are described below:

S: Stereotypical comment

I: Comment based on idealizations

C: Comment expressing closeness to the Irish identity

D: Comment expressing distance from the Irish identity

Finally, some descriptive calculations were made in order to determine the number of utterances expressing some metalinguistic reference to identity as well as identity markers.

**Results**

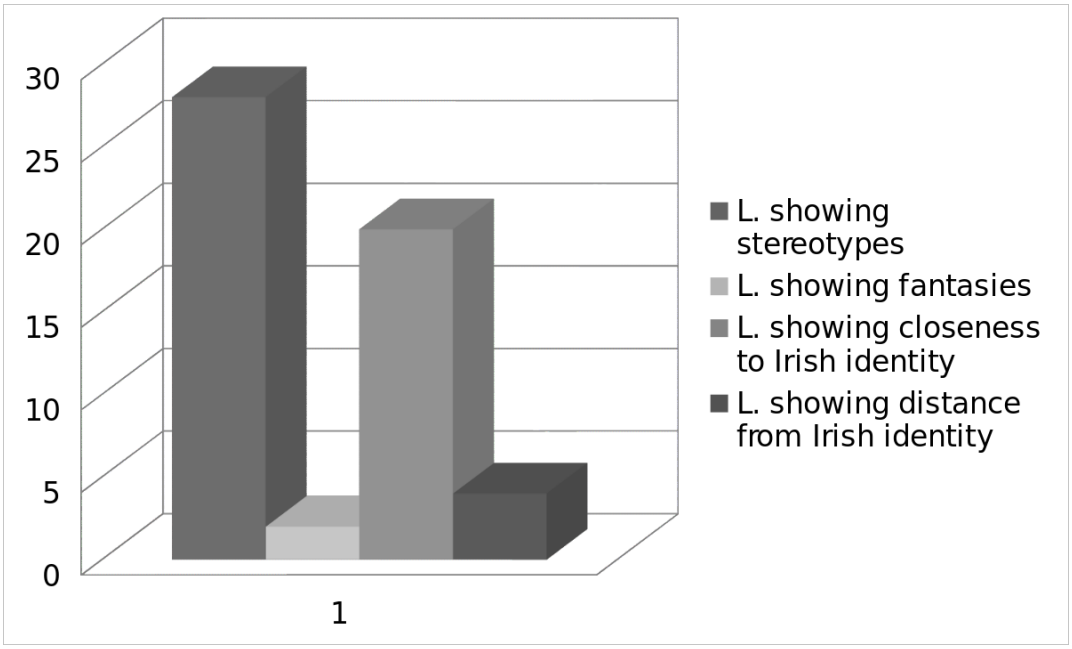
The quantitative analysis of the corpus showed that out of the 84 collected utterances, 54 employed some instances of metalinguistic discourse displaying features of stereotyping, idealization of the Irish identity as well as closeness or distance to/from it. In other words, 64.28% of the comments in the corpus showed some relationship between metalinguistic discourse and Irish identity. It is possible to state, in a decreasing order, that 28 utterances (51.85%) expressed stereotypical comments regarding the Irish identity; 20 utterances (37.03%) illustrated closeness to the Irish identity, 4 utterances (7.40%) portrayed distance from the Irish identity and only 2 utterances (3.7%) mirrored users' idealizations. Table 1 and Figure 1 display a summary of the aforementioned results.

Table 1. Examples extracted from corpus.

| Types of comments | Examples |
|---|---|
| Stereotypical comment | I know u think I'm a drunk, and is true and good!<br>i can't stop listening my fighting blood.<br>want to try the red one? I reckon many have.<br>recognize the poet inside me? I do.<br>I'm a dirty speaker, I admit it.<br>i'm in love with my potato eater. |
| Comment based on idealization | I'd like to be less red.<br>Irish isn't good. American's better. |
| Comment expressing closeness to the Irish identity | i love Irish.<br>Red rules!<br>a really proud poor Irish!<br>many islands but none is like home.<br>in love with Irish luck.<br>Clovers and Irish forever. |
| Comment expressing distance from the Irish identity | Hate this stupid drunk Irish city.<br>irish are not like me.<br>I'm a very different type of abusive irish…an english irish.<br>I'm aware i am more English like, luckily!! |

(All examples have been written in the same way they were posted online. Mistakes have not been corrected so as to reflect the users' original expression).

Figure 1. Graphic representation of classified utterances.



In terms of key word analysis, it was found that the words “Irish”, “English” and “red” were highly used. They were encountered in an 87%, 85% and 79% of the corpus, respectively. Other less frequent key words were “drunk”, “potato” and “bard/poet”, which represented the 45%, 34% and 31.3%, respectively.

## Discussion

In agreement with Heininge (2009), this study showed a positive attitude towards the Irish culture and identity despite a marked preference for Standard English. It seems that, though the collected utterances reflect the common language mistakes found on social media due to context informality, Irish users of Flickr do not appear to prefer the traditional Irish slang. Instead, they consistently use English standard written language while offering compelling evidence that the vast majority has an intense feeling of individuality. This point can be seen in utterances such as i’m in love with my potato eater, which refers to the recognition of the Irish stereotype regarding the popularity of potatoes in Ireland.

The findings are in line with Barker and Galasinski’s (2001, p. 26) notion of identity plasticity. Flickr, as a multicultural space, emphasizes the fluid boarders of social media in the globalized world. Furthermore, it accentuates the importance of rapid responses and positive support whereby each user can promote his self. This adheres to the view that identity can be compared to a self-branding experience that is open to continuous re-design in order to obtain other users’ approval (De Fina, 2012).

Despite its history of English domination, Standard English is the language of the web and social media even for Irish users. This analysis suggests that Irish Flickr users could opt for Standard English not only for solidarity or cooperation purposes with their non-Irish followers but also for prestige, since they can express themselves only if they manage to be understood. Although it is to be expected that a minority group employs social media to display its language so as to strengthen its identity, resorting to Standard English, the language of the web, to communicate online appears to be an appropriate way of encouraging self-awareness and self-branding experiences to a larger audience.

The metalinguistic examination finds various instances of identification (Baggioni & Kasbarian as cited in Versluys, 2000) in salient stereotypes like “red”, “drunk”, “potato” that were collected in the corpus. The first is a negative association with the common generalization that the vast majority of people in Ireland are red-haired, a stereotype linked to savagery and aggressiveness. The second is a prejudice rooted in the idea that alcohol is embedded in the Irish culture, a conception leading to the thought that the Irish are a vicious population. The third is a derogatory comment about a popular versatile ingredient in Ireland. Although this crop was highly productive, the Irish were given marginal infertile lands for its cultivation. This reference speaks of manual, dirty work that reinforces the idea of the Irish as uncivilized and primitive peoples. Nonetheless, these stereotypes are present in positive comments such as Red rules! This phenomenon may agree with Kristiansen

(2001), who claims that individuals strive to maintain positive social identity with their in-group. Furthermore, users seem to express their desire to change those derogatory images by asserting their national pride. To exemplify, the phrase a really proud poor Irish! shows the user's acknowledgement of his Irish individuality when he could have referred to the fact of being poor as a disadvantage. Thus, the metalinguistic discourse does not seem to mirror the Irish as a marginalized group.

Stereotyping can be said to create a vicious circle. The Irish exhibit their Irishness by stressing traditional cultural representations, leading to the disclosure of stereotypical features that foster their identity while encouraging the perception that those stereotypes are true. Thus, it is possible to say that online posts, although they present stereotypes as a positive image of the Irish culture, appear to feed deep-rooted prejudices.

In addition, the stereotypical language used online could be said to present certain in-group frankness. Considering participants had followers from other nationalities, it was notorious that they employed so many stereotypical figures when their audience might have been unaware of their socio-cultural meaning. This open display of traditional cultural images, even though it could have risked communication and cultural understanding, appears to be a signal the Irish desire to communicate their Irishness.

Moreover, utterances express some transgression of what might be considered unruly behaviors. This can be seen in expressions such as "i can't stop listening my fighting blood or I know u think I'm a drunk, and is true and good!" These transgressions are transformed into something positive that makes users feel proud of their nationality. They do not seem uncomfortable with the use of old Irish stereotypes; on the contrary, they attempt to perpetuate and reinforce them as markers of national identity. As a result, some behaviors like being drunk could be perceived as heroic.

In some cases, participants relate to other non-Irish cultures. For example, the utterance "I'm aware i am more English like, luckily!!" could reflect a desire for community distance and closeness to the English or American culture. This may relate to the fantasy of being "other" like in the phrase "Irish isn't good. American's better." Although this tension is little represented in the sample, it can be stated that some users agree with the conception that the Irish culture is mostly negative, a point which demonstrates that sharing a language does not necessarily imply experiencing the same perceptions towards national identity (Baggioni & Kasbarian as cited in Versluys, 2000).

The findings of this research do not seem to reveal any fierce rivalry between the Irish and the English cultures. Despite the Irish positive distinctiveness with their local culture, few attempts to express a different identity are made. Hence, this analysis suggests that while Irish traditional images are embraced as identity markers, the use of English standard written language may demonstrate a collective desire for multicultural interconnectedness.

## Limitations and suggestions for further research

The topic chosen as an area of study is complex due to a number of reasons. First, identity is a many-sided construct to analyze. It is not a mere individual phenomenon or something static since it is built though social interaction, which impacts on the definition of who people think they are and how they act in intergroup dynamics. As a result, future research could probably consider a pseudo-longitudinal analysis.

Second, the understanding of the Irish identity is much dependent on its vast history. For reasons of space, this paper does not include sufficient historical background so as to examine Irish identity. Thus, key aspects of the Irish culture like religion, geography, lifestyles in and out the capital city and others have been omitted though they are crucial as history and language are intertwined.

Third, social media research should consider that the lack of online restrictions could lead users to develop super-identities where they are portrayed as beautiful, smart and socially desirable. Even though they are given a space to separate themselves from the social expectations of their community group, and be authentic, the web may be a tempting space for fantasizing about unreal identities (Oliver, 2016). Hence, analysis in this field ought to acknowledge the possibility that users' posts might not actually reflect their identity but romantic fantasies about a better self.

Regarding the chosen methodology, case studies, although very convenient for exploring areas where little research has been conducted, present results that might look weak when compared with large-scale experimental methodologies. Moreover, it is necessary to state that the findings of this research are limited to its reduced number of participants and the fact they were aware of the general research topic. Accordingly, another methodological design could have a positive impact on the present paper.

Additionally, quantitative research lacks appropriate contextualization; therefore, it might be reductionist in terms of data analysis. Complementing this study to some qualitative instruments could add an interesting and vivid interpretation to the collected data despite the sample size and generalizability issues. Also, metalinguistic comments might include the analysis of the pictures on Flickr as well as the reaction of the audience to the comments made by Irish users. For example, Lee (as cited in Tannen & Trester, 2013) considers the role of both comments and uploaded pictures in a study on metadiscourse. An approach like that one could enrich the present examination and provide a greater significance to its data.

## Conclusion

This study aimed at exploring metalinguistic discourse as a marker of socio-cultural identity in a sample of Irish users of Flickr. Its findings appear to demonstrate that the vast majority of online users makes some reference to their Irish culture and identity when commenting on Flickr.

The collected corpus seems to indicate that a significant number of the utterances with some explicit evaluation of Irish identity perceive their Irishness with pride. It might be stated that the online context could be a symbol of the transition between the end of a period of cultural prejudice and the beginning of a renewed community pride.

Many key words reflecting traditional stereotypes were found; however, it might be said that they were positively employed by stressing them as identity markers rather than as signs of social distance. This phenomenon might be claimed to be in agreement with Heininge's thesis (Heininge, 2009).

A further important result demonstrated that the Irish posted comments on Flickr in the English standard written language. The corpus did not register any instances of Irish slang. This phenomenon illustrates a tension between a seemingly alive English tradition and a renewed Irish pride, a fact that may suggest some kind of hybridization between the English and the Irish culture. However, this last point cannot be taken for granted.

Comments regarding social distance and the idealization of another identity were not recurrent. Those that were indeed part of the study showed that, in line with Dieckhoff (Dieckhoff in Jaspal, 2009), who proposes that individuals achieve social distance by identifying with "others", Irish speakers with a negative perception towards their cultural heritage appear to fantasize with an English identity or, in minor cases, an American one.

Hence, in terms of practical pedagogical purposes, it might be asserted that English is probably re-building its role as a lingua franca, as Irish Flickr users prefer it to Irish slang to communicate with an international audience. Despite the traditional antagonism between England and Ireland, online participants appear to be willing to sacrifice their linguistic cultural heritage for the sake of international, multilingual communication without apparent signals of resentment. This phenomenon can reinforce the significance of English as a lingua franca, and thus its importance in growing multi-lingual classrooms.

Aside from that, it could be possible to assert that communication has reached such significance around the world that English is chosen as a medium to language expression irrespective of past socio-historical background that may have been linked to the English culture. Regardless of the perceptions towards their own Irish community, all participants commenting on Flickr that took part in this study employed English as a point of contact to the world inside and outside their community groups.

The open and supportive nature of online sites might be succeeding in bridging the dichotomy between English as an international language and the culture of the colonized nations. Social media do not seem to perpetrate negative stereotypes as such since they are transformed into positive identity markers that transcend old stigmatizations. In this sense, an analysis of metalinguistic discourse shows that language can be used for transgression rather than for concealment while simultaneously contributing to national identity. This could be said to demonstrate Seargeant and Tagg's (2014) claim of social spaces as an intersection between global and local practices, where users do not appear to be interested in

exploiting a public image other than their Irish one.

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# Narrating the temporalities, localities, and socialities of future English teachers' professional identities

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**ABSTRACT**

This research article explores the storied construction of future teachers' professional identity as expressed in field texts including multiple narratives and journal entries co-composed with ten students at an EL teacher education program in an Argentinean state university. Its rationale is grounded in a narrative view of identity. Its methodology is that of narrative inquiry, which studies experience as a narrated phenomenon. By narratively analyzing the collected field texts, our inquiry thematizes the process of becoming an English teacher within this initial teacher education program in the light of the three commonplaces of narrative inquiry: temporality, sociality and locality. Emerging themes are resignified considering pertinent literature to suggest implications for local university EL teacher education.
*Keywords:* EL teacher education; narrative identity; temporality; locality; sociality

**RESUMEN**

Esta investigación aborda la construcción narrada de la identidad profesional de futuros docentes, expresada en textos de campo que incluyen múltiples narrativas y entradas de diario co-compuestas con diez estudiantes de profesorado de inglés de una universidad nacional argentina. La investigación se inscribe en una visión narrativa de la identidad. Su metodología es la indagación narrativa, la cual estudia la experiencia como fenómeno narrado. Al analizar narrativamente los textos de campo recogidos, nuestra investigación tematiza el proceso de convertirse en docentes de inglés durante los primeros años del profesorado a la luz de los tres lugares comunes de la indagación narrativa: temporalidad, socialidad y localidad. Los temas emergentes se resignifican considerando la literatura pertinente para sugerir implicaciones para la formación del profesorado de inglés universitario local.
*Palabras clave:* formación docente inglés; identidad narrativa, temporalidad; localidad; socialidad

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IN SPANISH-SPEAKING South America, EL teacher education programs have become relevant areas for studying prospective teachers' identity construction processes (Barahona, 2016; Renart & Banegas, 2013). The current research is part of a larger narrative inquiry whose main objective was to interpret these identity construction processes of future teachers of English at an Argentinean state university. Its central question revolved around the query: how do these students narrate their negotiation of their becoming teachers within the temporalities, socialities, and localities of their EL teacher education program? The research conceptual framework is grounded in a narrative view of identity (Clandinin, Cave, & Cave, 2011). The study implements narrative inquiry as its methodology (Connelly & Clandinin, 2006). Participants were originally ten sophomores, who then became juniors, attending two courses within an EL teacher education program at an Argentinean state university. Their life narratives were gathered in the form of in-class field texts (Clandinin & Caine, 2013) and at-home reflective journal entries and narratives (Barkhuizen, Benson, & Chik, 2014). Using these texts –entries and narratives— the students and the authors co-composed personal identity narratives emplotted thematically (Ricoeur, 2004). This paper focuses on temporality, sociality, and locality —the three commonplaces of narrative inquiry (Clandinin, Pushor & Orr, 2007)— as expressed in these undergraduates' stories. Emerging themes shed light on how the students were immersed in a process of *becoming* teachers, negotiating their (future) professional identities as they learned how to teach (Hasinoff & Mandzuk, 2005). Our narrative analysis of the three commonplaces of narrative inquiry reveals participants' temporal negotiations, their resilience, and their social construction of knowledge during their learning processes. In this way, our paper foregrounds voices from an under-researched geographical area (Nieto Cruz & Cárdenas, 2015) and contributes to existing studies (e.g. Banegas, 2017; Costa & Norton, 2017; Johnson & Golombek, 2011; Norton, 2013; Varghese, Motha, Trent, Park, & Reeves, 2016) by narrating (future) teachers' construction of their narrative identities within the temporalities, socialities, and localities of their teacher education program.

## Conceptual Framework

To develop our narrative inquiry, we need to explore briefly the concepts that illuminated our research. We can begin by saying that ELT first expressed its concern with teachers' and learners' identity with *TESOL Quarterly's* publication of its monograph issue in 1997. Its editor considered identity as the ways in which we grasp our "relationship to the world," building it temporarily and spatially while anticipating future potentialities (Norton, 1997, p. 410). Identities help us understand that, when teachers and students use language, they are (re)organizing, constructing, and negotiating "a sense of who they are and how they relate to the social world" (Norton, 2013, p. 4). Shortly afterwards, and taking this definition as a starting point, Bonny Norton's (2000, re-edited 2013) groundbreaking work firmly placed her poststructuralist study of teachers' and learners' identity in the fields of ELT and ELL,

relating it to the sociological constructs of *power* and *investment* interwoven with the notions of ethnic membership, gender, and social class. The author has lately resignified *investment* as connected not simply to identity but also to ideology and capitals (Darvin & Norton, 2015).

Within EL teacher education, identity construction processes have been addressed by researchers and experts (Banegas, 2017; Johnson & Golombek, 2002, 2011). They have encouraged educators to center on praxis rather than dichotomize theory vs. practice; legitimize teachers' personal practical knowledge as part of, and deeply embedded in, their processes of identity construction and negotiation; review the concrete, physical, and virtual, digital sites and confines of teacher education and development; and engage in the recurring processes of living, teaching, learning to teach, teaching to learn, and teaching to teach (Johnson, 2006).

From its early beginnings, the exploration of identity in the domain of EL teacher identity has thrived, with research journals devoting specialized issues to its study. For example, at the time of revising the state of the art for our conceptual framework, we found two special publications on the topic. In the introduction to the *TESOL Quarterly* issue on language teacher identity, the editors (Varghese, Motha, Trent, Park, & Reeves, 2016) acknowledge its place within research, teaching, and policies while supporting its value for treading new paths in teacher education and development. We find that the paper "Language teacher–researcher identity negotiation: An ecological perspective" (Edwards & Burns, 2016) is particularly relevant to our inquiry since it stresses the negotiated, co-composed, and co-constructed nature of teacher identity, inscribing it in an ecological perspective which we can relate to the three commonplaces of narrative inquiry (Clandinin & Huber, 2010) developed below. Subsequently, in the introduction to the *Modern Language Journal*'s Supplement on "Transdisciplinarity and language teacher identity," its editors (Costa & Norton, 2017) relate EL teacher education to the development of good language teachers. These authors follow the pivotal, also recent, paper by the Douglas Fir Group (2016) proposing "A Transdisciplinary framework for SLA in a Multilingual World." It views language teaching and learning as involving identity work at socio-political, institutional, and personal levels which can be explored by thematic dialogues beyond disciplinary boundaries.

These conceptualizations are, in turn, related to narrative inquiry into teacher education as their founders Connelly and Clandinin originally conceived it (1990). These narrative inquirers define teachers' identities as the narrated compositions of their lives (Clandinin, Cave, & Cave, 2011) or "stories to live by" (Clandinin, Downey, & Huber, 2009, p. 141). In other words, narrative identity is a story of the self that has been internalized and is constantly developing. It includes the recreated past and the envisioned future, which are woven into a relatively articulate account to illuminate personal existences with some harmony, determination, and sense (McAdams & Pals, 2006). When we think of "life as a

story," we envisage our past, our present, and our future because we ultimately "live stories" (Connelly & Clandinin, 1994, pp. 149-150).

Narrative inquiry studies identity alongside its three commonplaces. The first is temporality, i.e. experiential, lived, past-present-future continuity and transition. The second is sociality, i.e. interpersonal, relational, interactions comprising the co-protagonists and co-authors of participants' lives. The third is locality, i.e. concrete sites and boundaries for socialities and temporalities (Clandinin & Huber, 2010). These commonplaces underpin four assumptions. The first imagines teacher education as a life-long project. The second views it in historical terms. The third considers it a relational process while the fourth regards it as a coherent, progressive, whole (Connelly & Clandinin, 1994). In turn, these notions envisage six metaphors for teachers' lives and education. The first conceives of existence as "a story we live." The second draws on Dewey (1998/1938) to visualize education as self-growth related to the very notion of inquiry. The third encompasses meaning-making through stories. The fourth suggests that, when teachers understand their own education stories, they understand their students'. The fifth defines teacher education as the process of "learning to tell" teachers' and students' "educational stories." The sixth outlines teacher education as a constant dialogue with the three commonplaces, with groups, with theories, with research, and with practices. These conversations involve "tellings and retellings" (Connelly & Clandinin, 1994, pp. 149-150).

In turn, specific narrative inquiry into EL teachers' identity has coined the concept of narrative knowledging (Barkhuizen, 2011), which is relevant both to this conceptual framework and to our research design below. It designates the construction of meaning and knowledge as well as the learning processes that occur while engaging in narrative inquiry and analyzing stories precisely in a narrative form. At present, the generation of narrative knowledging in EL teacher identity explores the storied composition of teachers' lives alongside three lines —i.e. actors, settings, and chronology (Archaize, 2016, 2017)— akin to the three commonplaces of narrative inquiry.

## Research Design

Our research adopts the qualitative paradigm (Denzin & Lincoln, 2005), while its methodology is that of narrative inquiry as founded by Connelly and Clandinin (1990). It comprises the ontological and epistemological analysis of experience conceived as story. In other words, narrative inquiry regards the telling and retelling of experiences as phenomena under study (Connelly & Clandinin, 2006).

The current paper is part of a larger narrative inquiry into the development of pre-service EL teachers' identity. The research participants were ten sophomores and juniors who attended two courses within an EL initial teacher education program at an Argentinean state university. One sophomore course taught advanced EL communication. The subsequent junior course taught history of England and the USA from the 18$^{th}$ to the 20$^{th}$ centuries.

Students chose the following assumed names: Alegra, Cas, Gabriela, Haven, Jazmín, Lily, Mago, Mariana, Marilyn, and Rusa. We will introduce them in the following section, before starting our narrative thematizations of the three commonplaces of narrative inquiry.

Participants' in-class oral —and at-home written— narratives were gathered during the second semesters of 2014, 2015, or 2016 in the sophomore course while at-home journal writing took place through the first semester of 2016 in the junior course. All classes where the narratives were gathered were taught exclusively in English. Class sessions in the advanced EL Communication course were led by an assistant professor in 2014 and observed by the first author as full professor. This same author personally led the 2015-2016 sessions. Both the full and the assistant professors were accompanied by teaching assistants. The History-classes, where students were assigned written questions for their reflective journals, were led by a lecturer, who was in turn accompanied by the second author as student-teacher.

The narrative instruments (re)designed for collecting in-class oral and at-home written field texts (Clandinin & Caine, 2013) were based on those currently used by life-story/identity composition interviews (McAdams, 2008); narrative inquiry into teacher education (Clandinin, Steeves, & Chung, 2008); journal writing practices in ELT and ELL narrative inquiry (Barkhuizen, Benson, & Chik, 2014); and textual intervention procedures for adapting narratives (Pope, 1995). During the second semesters of 2014, 2015, and 2016, in the EL Communication course, we retrieved first in-class oral, and then home-written, narratives about the following topics concerning participants' own lives: stories read, watched, and listened to; primary, secondary, and university educational and linguistic biographies; greatest teachers and real-life heroes; biggest life challenges overcome; identity essays; and a memory box activity including an object representing a life turning-point. During the first semester of 2016, in the History course, students engaged in reflective journal writing at home.

Since we are EL program faculty members, we followed two dimensions of ethics indicated for qualitative research (Guillemin & Gillam, 2004). The first was procedural: we requested and obtained students' informed consent, renewing it after concluding field work. Participants' anonymity was guaranteed when they selected their above-mentioned pseudonyms. The second ethical dimension was relational (Clandinin & Murphy, 2009) based on the principles of care, attention, and commitment towards undergraduates throughout the inquiry. It also involved rendering all procedures transparent while avoiding excessive power asymmetries or the infliction of undue discomfort on students.

After the narratives and journals were gathered, each student and the two authors working together co-composed and authored ten personal identity narratives consisting of the chronological and thematic emplotment (Ricoeur, 2004) of the in-class oral and at-home written field texts. In this way, students' oral and written stories were articulated, interwoven, within a single, running, narrative text involving the ten future teachers'

personal contributions (Creswell, 2007, 2012). The first part of our narrative thematizations includes an extremely abridged version of those lengthier accounts. The second part retells the temporalities, localities, and socialities arising from these co-authored stories (Barkhuizen, 2011, 2016, 2017). Participants' own voices are reflected by quoting extracts taken from their co-composed narratives (which already incorporated the in-class oral and home-written stories and journal entries as field texts).

In agreement with the principles of narrative inquiry, these co-authored retellings involve narrative as an ontology—i.e. a narrative way of being and becoming—and as an epistemology—i.e. a narrative way of knowing about teacher identity (Barkhuizen, 2011, 2016, 2017; Bruner, 1991; Clandinin & Murphy, 2009). Thus, the two authors' and student participants' co-composing of the latter's original stories becomes a cooperative process during which they co-construct and interpret together all narrated experiences. Consequently, our narrative analysis involves the ways in which we, authors and student participants have co-emplotted accounts and negotiated viewpoints and meanings (Cortazzi, 2001). Narrative co-composition and analysis are underpinned by the concept of crystallization, "which combines symmetry and substance with an infinite variety of shapes, substances, transmutations, multidimensionalities, and angles of approach" (Richardson & St. Pierre, 2005, p. 963). In our paper, this process by which the narrative meanings are metaphorically refracted and dispersed through both the authors' and undergraduate participants' prisms includes all their authorial voices. In the Discussion, we establish their own dialogue between their narrative thematizations, their interpretations, and relevant literature.

## Narrative Thematizations

### Participants' identity narratives

As stated above, we present here a shortened version of the identity narratives co-composed with each of the ten students. In this way, we not only narrate their emerging professional identities but also introduce them to our readers.

Alegra was born in a small town in 1994. She chose her name because she feels she is a "cheerful woman, a dreamer, who has a deep understanding of herself. She is kind and charismatic, she shares everything she gets and everything she has." She enjoys spending time with her friends, her boyfriend, and her family, who are very important in her life. She entered the English Teacher Education Program (ETEP) in 2012 after studying English for nine years at a private institute. She wanted to be an educator "to see a better Argentina and contribute to the task of improving the educational system," becoming a teacher who cares about teaching English and her students' whole development. She has now graduated.

Cas was born in a suburb to the north of the federal district in 1993. Her name is short for Cassiel, an archangel from her favorite series *Supernatural*. She is an avid reader, a

music fan, and a creative writer whose schooling included wide-ranging experiences in bilingual private institutions and religious and state schools. Cas said that when she entered the ETEP in 2012 she did not trust public education: "after my disappointing experiences at public schools, I was rather skeptic about going to a public university…. However, I was pleasantly surprised and I realized that public schools and universities were worlds apart." As she loves English, she cherishes the idea of sharing her passion and her knowledge in the EL classroom. At present, she is a junior student.

Gabriela was born locally in 1995. Her name honors her sister's, whom she considers "my hero and my example". She started taking private lessons in English at the age of six. She entered the ETEP in 2013, and is now in her junior year. As regards her decision to enter the program, Gabriela said: "I signed up in this course to know what it is about and I fell in love with it." Thus, she now feels certain that she has made the right choice when she decided to become a teacher. Although she has been through very rough times at university she will continue trying and eventually improving, because some professors have helped her realize that she can "do it."

Haven was born in a small provincial town in 1994. Her pseudonym is an adaptation of Heaven from her favorite *Twilight* saga: "It is an earthlier name and it relates more to a person.... Haven is also my 'safe haven'." She took private English lessons in three different institutes since the age of six. In addition, her relationship with the language is mediated by her love of music and literature as well as by her Internet friends, for whom and with whom she writes stories. Presently a junior student, Haven started the ETEP in 2012 because she explained that "I like languages and I want to dedicate my life, for the most part, to them [while] I also like teaching."

Jazmín was born locally in 1993. Her name originates in the flower's in Spanish and in her grandmother's. This shows how important her family is to her. Moreover, Jazmin considers her parents as her real-life heroes. She studied English at a private institute for six years before entering the ETEP in 2011. She was motivated by her father, who made her listen to music in this language and awoke her interest in "finding out the meaning of lyrics and the pronunciation of certain sounds." She is currently a junior student. Even if she acknowledges that in the ETTP she has been through difficult times, Jazmin seems to be sure that, with hard work and passion, she will succeed.

Lily was born locally in 1994. Her name is that of Harry Potter's mother, whose books she loves. She learned English at a private school. As a teenager, she started learning alone through "music, TV shows, and movies." Since they were all in English, she explained that: "I felt that I was missing out on some aspects... what I was taught at school did not seem enough." Although she wanted to study musical theater in the capital she refused to leave home. She began the ETEP in 2012. Currently a junior student, "I am happy with who I am... I will continue to move forward and, step by step, I will become the person I dream of being, no matter how long it takes."

Mago (Wizard) was born in 1990 in Alegra's town. He chose his name since he felt it embodied "my love for fantastic literature and magic. It also represents my favorite class in role games." His passion for literature is evident: when he was seventeen, he wrote a novel that was "a much-needed healing process" since he underwent a deep depression due to personal and family problems. In 2011, he decided to enter the ETEP. He never studied English at an institute before entering the program: "I was happy with learning through entertainment because I felt I had a purpose for that". He taught himself English playing video games, listening to music, and watching series. He is now a junior student.

Mariana was born locally in 1994. Her pseudonym is her second name, which she chose simply because "I never use it." In first grade at school she started her English and Italian classes. She emphasizes the importance that her mother has had in her life as a role model. When she was ten, her mother suggested she begin studying English at a private institute. Mariana entered the ETEP, with some reservations, in 2012. She claimed that she even "had another option in mind in case I did not like" the program. It was in her sophomore year, when she taught her first practicums, that she became certain about her decision to become a teacher. She is currently a junior student.

Marilyn was born locally in 1992. Her pseudonym alludes to Marilyn Monroe, who said that "a wise girl kisses but doesn't love, listens but doesn't believe, and leaves before she is left." She always loved music and films in English but it was when she started private lessons at an institute at twelve that she really started enjoying learning about all aspects of the language. The institute's principal has made a lasting impression on her: "I realized that I wanted to become a teacher and be like Laura. I dreamt of working at school, sharing my knowledge and being a caring teacher." Marilyn entered the ETEP in 2010. Combining her studies with different work-related activities, she remains a junior student.

Rusa (Russian) was born locally in 1991. Because she is fair-haired and blue-eyed her family have always called her *Rusa*. She began private lessons at nine to help her with English at school. One of her tutor's classes were "dynamic… I never got bored, which I think is one of the most significant aspects I would like to… achieve as a future teacher. My tutor made me… love English, which I had not enjoyed at school." With this role model in mind, she started the ETEP in 2010. Although her freshman year was trying, since "I missed school, my friends, and it was difficult to adapt to the new rhythm," she has found her way as a senior student.

**The three commonplaces of initial teacher education**

Next, by foregrounding extracts from students' narratives and journal entries, we begin to inscribe the three commonplaces of narrative inquiry —defined in our conceptual framework (Clandinin, 2006; Clandinin & Huber, 2010; Clandinin, Pushor & Orr, 2007) — in our university EL teacher education program. This program constitutes a site where temporality,

locality, and sociality are interconnected and where these students struggle to negotiate what the process of becoming teachers means to them.

The first commonplace, i.e. *temporality*, concerns the experiential continuum past-present-future with a focus on the meanings participants co-constructed vis-à-vis temporality, understood as their own inner, experiential, lived time (Ricoeur, 2004). It contrasts with the external, prescribed schedule for courses (Kyndt, Berghmans, Dochy, & Bulckens, 2014).

To begin with, lived time at university can turn into a source of anxiety. Gabriela indicated that "my only fear is lacking time" to study. Marilyn was overwhelmed when she missed the first History lecture, exclaiming in her journal "Oh my…! I couldn't attend Cristina's first class last Monday… I knew I would be lost [during the second class]!" This apprehension can be mingled with anticipation that everything will eventually turn out for the best. Haven explained that "I am the kind of person that needs to be given time to feel prepared before jumping into the 'pool' so I hope that these four months will help me build up confidence to go after my dreams [being a student assistant in the preceding history course]."

In the same vein, the initial temporal anxiety became part of a struggle crowned by victory, when Rusa explained that:

> I felt identified with them [classmates] when they told us that they had gone through a crisis the day before we presented our works. However, after many hours of work, once we presented our topics, I think that all of us enjoyed it and found the other topics really interesting and clearly explained.

Likewise, Mago experienced a deep sense of accomplishment when he confessed that:

> It feels good to actually come on top when you give your all. As… tiredness keeps piling up…, it becomes harder and harder to keep pushing myself. I believe the strength I find in these challenges will shape me into a person capable of anything.

Cas summed up her trajectory from disquiet to attainment. She wrote that "time has been one of the biggest, of not the biggest, challenges we have faced… Keeping a careful balance and doing everything efficiently has proved difficult but commitment on both parts has been key to our success."

Other students are aware of time as a resource to be administered carefully according to their own principles. Alegra always plans in advance, so she admitted that "I try to keep ahead of the schedule so as not to lose track with the readings." Next, Jazmín tries to balance the academic and the personal, revealing that "I don't want to be stressed out about university; I want to take my time for each subject and enjoy the ride. That's why I'm only taking two subjects this semester." Mariana captured the ephemeral value of personal time when she reflected on how:

> It is hard to choose our 'best moments' at college because we live very intensely… one day we take a midterm and two days later we sit for another one; we finish one course and start thinking strategically which course to attend the following semester.

Finally, Lily provided her meaning of time with words ringing with Dewey's notion on the continuity of experience (1998/1938). She indicated that:

> I believe that experience is the best way to learn, and that every assignment can set a new challenge and a precedent. We push ourselves beyond what we are and what we can do today, and no matter the result, we have something to look back on next time. I learned that baby steps can take you farther that just one leap.

In this way, temporality revealed the meanings participants co-negotiated.

Students narrated their anxiety and their efforts to overcome it, the value of personal and academic time as a resource, and the nature of the continuity of experience.

The second commonplace is *locality*. Our teacher education program constitutes a terrain where students construct different types of knowledge and display resilience (Day, C., Stobart, Sammons, Kington, Gu, Q., Smees & Mujtaba, 2006) while struggling to become teachers.

Some narratives dwell on obstacles encountered during the freshman year and the ways in which they were overcome. This was Rusa's experience until she managed to construct her sense of becoming an English teacher:

> My first year was difficult, since I missed school, my friends, and it was difficult to adapt to the new rhythm of study. However, as time went by, I started to find the subjects more interesting and enjoyable. I will never forget a piece of advice a teacher gave to some classmates and me during our first year at University. She told us that throughout this course of study we were going to encounter many obstacles and that she was sure we were going to be able to overcome them… After going through my first teaching experiences, I realized that I really enjoy teaching. I confirmed that… I am on the right track.

For her part, Jazmín made a faster transition from her initial apprehensions towards building self-confidence:

> I enrolled at the English Teacher Training Course… At the beginning of the semester I was terrified about exams. I took me a few weeks to get used to university life. After that, I think I did pretty well the following years. I truly enjoyed most of the classes.

Next, Mago wrote about his shortcomings when he entered the program. He claimed he had conquered them through perseverance:

> When I started this course of study… I realized how lacking in speaking abilities I was. I was not going to let my deficiency be my downfall. I practiced… as at every waking moment. I recorded myself… trying to find out the most common mistakes I had made; I watched movies and series paying attention not only to the meaning of what they were saying but also to *how* they expressed it. With a lot of time and dedication I was able to achieve a certain command of the language.

The following narrative explains how Marilyn negotiated her own trajectory. When "I took four courses that were highly demanding… I ended up dropping college and started looking for other [tertiary] institutions, when I asked myself why I wouldn't be able to get a [state] university degree." She determinedly returned and did very well the next year. Likewise, Cas discerned the value of Argentinean state university education, which she had underestimated because of poor experiences in state high schools:

> I realized that public schools and universities were worlds apart. I cannot say I have enjoyed every single course I have taken, but I can certainly claim that they have all been useful. The constant evaluation through oral presentations and exams has made me become more relaxed when speaking in public, and I believe it is beneficial in both academic and non-academic contexts. The daily debates that take place during class are constant invitations to reflect and reevaluate ourselves… I am motivated by the passion that drives most of the teachers in the course and their apparently endless desire to keep on researching and learning.

Other narratives considered the EL teacher education program as a locality for knowledge construction. Sometimes this knowledge is disciplinary and formal. This is Mariana's insight when she remarked that:

> On many occasions not knowing what happened in a certain period of time affected my performance in other subjects… During this course, I hope to learn the necessary contents… and to be able to relate them with one another as well as to other non-academic stuff such as novels [taught in other courses or read for pleasure], TV series, or the news.

Along these lines, Haven wrote a poem on the first page of her journal from which we quote the title and opening verses.

'Welcome to the Historical Circux Redux'
The banner just receives (*me*)
An eager, willing, and dutiful subject
Of the *arts innumerable*
And *knowledge inconsumable*
'Be ready to learn, my dear,

…’

The knowledge that the students wish to construct, or have been constructing, is not always content-oriented but relates to the best methods for carrying out that process. Alegra, who graduated in December 2016, evaluated her trajectory in the following way:

> In previous years, I lacked a lot of knowledge. I thought of myself as a very cultivated person. But I discovered that I knew very little!! What a shame! Yet, all these four to five years I spent at university have opened up my mind. It’s incredible how much I’ve learnt! Today, I can say that I have experienced a cultural growth and that I’ve gained a lot of strategies. I’ve developed a lot of strategies to cope with studying, reading, and whatever I need for college.

Not all knowledge is formal. Sometimes it is more implicit (Jackson, 1999) as when Lily reached the conclusion that:

> This subject has helped me build my self-confidence. In the past, I was so unsure every time I handed in an assignment or had an exam. Now, at least for [this subject], I know that I know. I *know* that I can do it and trust myself. In the end, I think that’s one of the best things I can take from a subject, I have never been very confident. Today, I can say I am.

Finally, Gabriela placed some of the responsibilities for constructing knowledge on teachers’ shoulders. She expressed veiled disapproval when she wrote that:

> Teachers should allow and prepare students to *think* and to form strong and well-founded opinions. Whatever ideal they agree with, they should be conscious of its characteristics. Their readings of reality, society, and the world should be *informed*, as well as their criticisms. (her emphasis)

In this manner, participants disclosed their complex senses of the local EL teacher education locality. It is a public site where obstacles need to be surmounted, shortcomings overcome, and knowledge constructed mostly by students but also involving teachers’ obligations.

The third and last commonplace is *sociality*. We will direct our attention mostly to these students’ peers as co-authors and ‘co-stars’, or co-protagonists (McAdams, 2013), in the performances of their partners’ journeys towards becoming English teachers.

Many participants underscored the importance of working with their partners. It allowed them to mitigate their distress, as was Lily’s case when she described how after “the first assignment… a period of fear began. I was on the edge of a very scary fall. Luckily, I had a really good partner [Cas] working with. That was the moment we realized how well we worked together.” For Mariana, peer and group work was, on the one hand, part of her teacher education and, on the other, crucial sustenance. She reflected that “I realized that I

took working in groups for granted and that it would be extremely hard to do these assignments on our own."

Other participants considered the affective and academic bonds shared with peers. Marilyn wrote that "I had to do assignment one with [Jazmín]. We always laugh at the fact that we talk more with each other than with our boyfriends. We generally communicate through WhatsApp and through the chat of Google docs." Jazmín explained that "I like to study by myself and make my own summaries, but I'm also a social student, that is, I like meeting with another student and going through the different topics. I am usually the one who likes explaining the topic." Gabriela was happy because "last year I found a great classmate to work with [Mago]. I have never been so connected with someone when it comes to doing assignments before." Rusa admitted that "as regards assignments, I think that S[…] and I complement each other very well. As we are friends, we feel really confident to work with each other on a team… Moreover, S[…] is a great editor, so working together is great."

Next, students reflected on the opportunities that classes offer for learning, unlearning, and deterring. In the first instance, Cas alluded to the social construction of knowledge: "what I liked the most about hearing about my peers' research was learning how different and yet how connected our topics are… It was nice to see that… teamwork can be extremely valuable when people compromise and commit." In the second instance, Mago 'removed' knowledge from an experience when he admitted that "I am no one to criticize my peers because I'm far from perfect. But that presentation was a good learning experience of what not to do when you are discussing a topic with a whole class." In the third instance, during her senior year, Alegra stated that she hoped to overcome her fears: "I would like to be able to speak openly and participate in class without being afraid of what my classmates would think of my mistakes or questions."

Lastly, other co-protagonists of students' trajectories may be found not in college, but at home. Haven wondered: "[Do] I carry my father's education on my back? I don't like making mistakes... I guess I don't like disappointing the people I admire; I fear not being up to expectations." In her case, she reached outside university to find partners in her journey towards becoming.

This thematization of the sociality of EL teacher education mostly includes students' peers. During these interpersonal exchanges, knowledge concerning what to (un)do and what to avoid is co-constructed and thus shared.

## Discussion

We now re-examine our research question concerning how participants narrate their negotiation of becoming teachers within the temporalities, socialities, and localities of their university EL teacher education program. Our analysis is thematic since it focuses mostly on

narratives' content (Riessman, 1993) and on the ways in which it can converse with relevant literature.

The inner, lived —*Ricoeurian*— temporality (Ricoeur, 2004) of students' experiences overrides its external, mandated, counterpart in the local program's courses (Camilloni, 2001; Kyndt, Berghmans, Dochy, & Bulckens, 2014). Lived academic time could be a source of private *fear*, *loss*, or uneasiness tinged with hope as Gabriela's and Haven's and Marilyn's words evinced. In turn, Mago, Cas, and Rusa experienced the management of time as an epic struggle (McAdams & Pals, 2006), indicating *crises* or *challenges* they felt proud of overcoming not only in action but through classroom (re)tellings. Next, Mariana, Jazmín, and Alegra felt that time is a resource akin to Norton's (2013) category of investment—*keeping ahead of the schedule* (Alegra), *taking only two subjects* to prevent stress (Gabriela) and *thinking strategically* about semester schedules (Mariana). The co-lived nature of this time was suggested in several narratives by the use of the first-person plural. Finally, Lily captured the Deweyan notion (1998/1938) of the past-present-future continuity of experience, understood not merely as action but as thinking, reflecting, reconstructing, and re-living: experiences *set new challenges and precedents*.

Locality involves the university as a physical, public space and the EL teacher education program as an academic territory. Both constitute sites where participants engage in heroic combats to stay in college and eventually succeed in becoming teachers, after surmounting obstacles. This inclemency of university and program terrains has been reported for Argentinean state universities (Carli, 2012). These future teachers have navigated their identities through these harsh conditions. The most exacting segments of the journey were the initial ones, where Rusa missed her *high school friends* and former *rhythm of study*; Jazmín was *terrified about exams*; Mago realized that his *deficiencies* could lead to his *downfall*; and Marilyn *ended up dropping out*. Inversely, Cas found that her former, disappointing, state *high school* experiences *were worlds apart* from the more rewarding ones offered by the state university, which Marilyn also valued at the expense of tertiary *institutions*. Rusa and Cas found professors' support and guidance, while Mago and Marilyn narrated the development of their resilience (Day, C., Stobart, Sammons, Kington, Gu, Q., Smees & Mujtaba, 2006).

The second connotation of locality regards the co-construction of knowledge. One type of knowledge has been traditionally categorized as exclusively 'content' (Shulman, 1986) — e.g. Mariana expressed her *hopes to learn the necessary contents* to *integrate* and *relate them to other non-academic stuff*. Haven was eager to *learn knowledge inconsumable*; Alegra has experienced *cultural growth*. Content knowledge is not simply subject matter. It can take the strategic form that allowed Alegra to *cope with studying, reading, and whatever* she *needed for college*. Cas and Gabriela indicated that teachers also build knowledge. The former noticed the *passion that drives most of the teachers* together with *their desire to keep on researching and learning* contents. The latter indicated the category of 'pedagogical

content knowledge' in two forms: a principled one, since professors' interpretations should be *informed*, and a normative one because it is their moral duty *to prepare students to think.* Another type of co-constructed knowledge is 'personal practical knowledge' (Connelly & Clandinin, 1988), emerging from the thoughtful and continuous experience Lily defined. She identified the knowledge gained in a subject as the *capacity to build* her *self-confidence*, to *know that she knows* and to *trust* herself.

As regards sociality, we have studied our students' narratives where they develop their identities in dialogue with the co-protagonists and co-authors (McAdams, 2013a) who accompany them alongside their itineraries towards becoming EL teachers. In this sense, the class can be considered as a reflective collaborative community (Stone Wiske, with Rennebohm Franz & Breit, 2006) where identities work together. A community is a group or people acknowledging and respecting similarities and differences, sharing a commitment to their wellbeing, and displaying trust. It is collaborative because it is supportive: Lily *worked together* with her *good partner;* Mariana found out *group work* was the only way to *do assignments*; Marilyn and Jazmín *talked online* and shared explanations; Gabriela felt academically *connected* to Mago; and Rusa found a *great editor* in her partner. Communities are also reflective because interactions have allowed participants to negotiate new meanings and to re-examine learning experiences. Cas pondered on the fact that group work and topics were *different* yet *connected*. Mago also deliberated, albeit on *what not to do* when *discussing a topic* before a *class*. For her part, Alegra considered an aspect that true communities must *not* exhibit, i.e. unkindness, when she hoped she would stop *being afraid of classmates'* opinions on her *mistakes or questions.* Finally, Haven pointed at the family as a learning group whose *expectations* could be both supportive and hindering.

## Conclusion

The narratives we have gathered, co-constructed, and discussed allow us to understand how undergraduates (re)negotiate their (future) identities throughout their intricate academic journeys towards becoming EL teachers. Our research contributes to inquiries on EL teacher education identity development that have been held in other geographical locations (e.g. Costa & Norton, 2017; Darvin & Norton, 2015; Johnson & Golombek, 2011; Norton, 2013; Varghese, Motha, Trent, Park, & Reeves, 2016). We cannot help but contrast these continually, simultaneously shaping and shaped, processes alongside the route of becoming a teacher with the vocational model of training which presents the graduate as an adaptation to the expectations and directives of professors and supervisors who promote the acquisition of predetermined skills (Britzman, 2003).

The inscription of our narrative analysis in the three commonplaces of EL teacher education discloses temporalities, localities, and socialities where participants struggle to articulate and negotiate the time-based, spatial, and social meanings they have brought from home and school. Challenging a sequential, restricted, and isolating program for their

education, these participants display temporal resources, exhibit resilience, and engage in the social construction of knowledge. Their education thus becomes a lived trajectory, or life course, metaphorically alluded to by the Latin verb *currere* (Pinar, 1994) with the contingent times, places, and communities our narratives have endeavored to capture.

This inquiry has restricted itself to a small number of participants to probe into their identity compositions. It embraces a narrative definition of teacher identity with the concomitant ontology and epistemology of narrative inquiry, and it remains pertinent to EL teacher education practice and research. Our narrative thematizations of the three commonplaces of the local EL teacher education program indicate that our field should investigate in depth future teachers' identity construction trajectories from the beginning of their initial education. Thus, research should collect a great variety of field texts from larger cohorts of future teachers, and encourage practices to generate narrative knowledge within EL teacher education.

Our narrative inquiry carries implications for EL teachers and teacher educators in South America, where expressions from our 'Southern Cone' have remained mostly unheard in the specialized literature (Banegas, 2017; Barahona, 2016; Nieto Cruz & Cárdenas, 2015). In conclusion, this paper endeavored to foreground some of these voices by narrating (future) teachers' construction of their narrative identities within the three commonplaces of narrative inquiry as they pertain to their university education.

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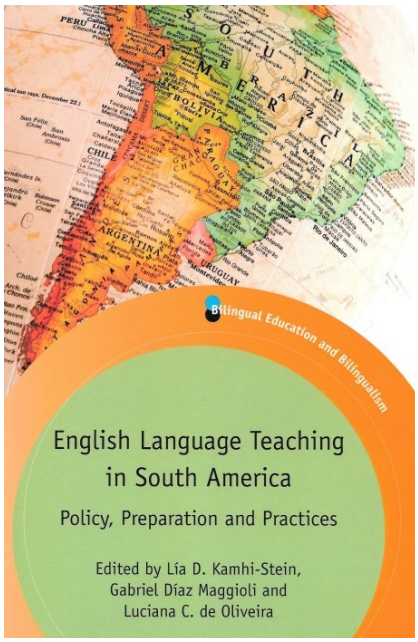
**Book review**

## English Language Teaching in South America: Policy, Preparation and Practices




Edited by Lía D. Kamhi-Stein, Gabriel Díaz Maggioli & Luciana C. de Oliveira, Multilingual Matters, 2017, Pp. xiv+248; ISBN: 978-1-78309-796-8, £26.49 (paperback)

English language teaching in South America is usually absent in international publications, or at least publications located in "the centre". Now and then we may read articles or book chapters which are part of international perspectives volumes on a given aspect of ELT authored. This explains why the volume edited by Kamhi-Stein, Díaz Maggioli and de Oliveira is the first of its kind in the literature to put together the voices of ELT educators from Argentina, Brazil, Chile, Colombia, Ecuador, Peru, Uruguay, and Venezuela. In this regard, the volume is based in South America, authored by South American educators and written with an international community in mind.

The volume is divided into three parts which respond to issues around, in this order, policy, teacher preparation and development, and school-based research and innovative practices. In the introductory chapter, the editors provide a minimal historical account against which the chapters are written and conclude by acknowledging that

> […] in spite of the fact that South America is a complex and multifaceted region that, historically, has oscillated between periods of deep social and economic turmoil and periods of great social and economic growth, the status of English has changed and has become part of the landscape of the region (p. 8).

Part 1, English language policy, opens with Cristina Banfi (Chapter 1) discussing four programmes which illustrate how ELT programmes, mostly in primary education, can integrate innovation and expansion in Chile, Colombia, Uruguay, and the City of Buenos Aires (Argentina). While Banfi celebrates such programmes and the underlying motivates behind them, she reminds us that research is needed to understand their sustainability and impact on overall language education and planning. In Chapter 2, Díaz Maggioli approaches

policy transfer processes in South America through corpus-based analysis of official documents. It was found that the most frequent content words were: *teachers, language, learning, English,* and *teaching.* More importantly, the author notes that a neoliberal agenda runs deep in the processes under examination. In Chapter 3, Claudia Brovetto describes English language teaching and policy in Uruguay and describes the Ceibal en Inglés project since its inception until the assessment of learners' progress in English in 2015. This part closes with a chapter authored by Tenuta and colleagues in which they analyse language education policies in Brazil and describe the Brazilian national programme of school textbooks. The authors provide an overview of criteria for language practices, features, and key principles that textbooks are expected to feature.

Part 2, English language teacher preparation and professional development, condenses description and analysis of teacher education programmes in different countries. In Chapter 5, Kuhlman and Serrano analyse teacher education reform in Ecuador, its impact on universities and curriculum and the influence and dominating presence of the US embassy. Chapter 6 centres on the current situation in Chile by criticising some decisions and celebrating the Programa Inglés Abre Puertas as a true innovative endeavour to provide the educational system with qualified teachers. In Chapter 7, Veciño reflects on her use of technology to help teacher educators and learner teachers with their lessons and a blended learning approach to teach some modules in a teacher education programme. From this part readers will conclude innovation and reform run deep in South America and that a whole array of programmes and projects are being implemented and monitored.

Part 3, School-based research and innovative practices, comes to confirm a recent rise in teacher research in terms of publications. That is, teacher research has always been strong in South America but seldom published, yet in this volume, teachers have had the opportunity to share their findings in a reader-friendly manner. In Chapter 8, Pozzi examines teachers' perceptions of language policies and their implementation in public schools in the City of Buenos Aires by adopting an ethnographic approach. In Chapter 9, Chacón summarises an action research study with student-teachers on the use of films in project work for fostering critical language awareness. The chapter includes an extremely useful list of activities from films. In Chapter 10, Valsecchi and colleagues report students' beliefs about teaching and learning EFL in Córdoba (Argentina). To this effect, the authors employed a questionnaire and collected quantitative data from 1522 secondary school students. In Chapter 11, Barbosa and Guimarães report the design and implementation of a multimodal framework for teaching English to two groups of public school teenage learners in Brazil. Data come from learners' activities, mainly texts in response to images. Last, Chapter 12 authored by Rodríguez-Bonces engages in evaluation of a bilingual programme at a Catholic school in Colombia. Findings come from document analysis, a parents' survey, a teachers' survey, teachers' interviews, and classroom observations. Overall, this part of the volume illustrates how teachers and teacher educators can engage in school-based research through mixed methods which can help us understand and act in our diverse South American contexts.

This edited volume is a commendable effort to describe and analyse the ELT processes in South America through examination of policies, teacher education, and research. The authors, with varying degrees, have succeeded in drawing on publication authored by other Latin American colleagues to inform their theoretical underpinnings and historical views. We, South American educators should celebrate this book together with other recent publications from the southern cone (Baharona, 2016) because they are channeling our stories and experiences and allow us to share them with the international English-speaking community.

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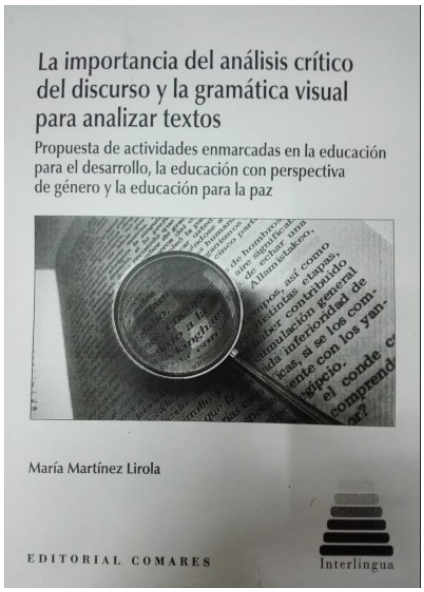
**Book review**

## La importancia del análisis crítico del discurso y la gramática visual para analizar textos. Propuesta de actividades enmarcadas en la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz




M. Martínez Lirola, Granada, Editorial Comares, 2017, Pp. 117, ISBN: 978-84-9045-488-6

In this book María Martínez Lirola maintains that EFL teaching can contribute to the construction of active, critical, committed citizenship. Her aim is to show that this becomes possible when teachers and students relate what happens inside the classroom with what happens in society. In order to establish this relationship, she proposes to approach texts with the aid of the categories provided by Critical Discourse Analysis, Systemic Functional Grammar and Visual Grammar, and to adopt educational approaches which foster gender perspectives, human development and peacebuilding. When teachers work with these approaches and objectives, students acquire social competences such as communication, cooperation, problem solving and leadership. Her overall purpose is to encourage --especially higher-education-- teachers to design student-centered projects that will promote the acquisition of competences which will prove useful in students' lives and conductive to the building of a better world.

The book is divided into two main sections. The first part, *Introducción al Análisis crítico del discurso y a la gramática visual en un enfoque educativo basado en competencias*, is developed in three chapters. The first chapter, "La importancia de la enseñanza por competencias", addresses the importance of competence-based teaching for the development of critical thinking. The central question here is that the present century needs active, responsible, committed and critical citizens, defined as those who are empowered to make decisions, to state their opinions and to take part in the building of a better world. University teaching practices need to promote a critical attitude towards inequality, so that students develop social abilities that will allow them to solve conflicts, cooperate, influence and lead. This chapter proposes to understand competences as attitudes

or capacities which prepare students to respond to the demands of their professional contexts, and reviews different categorizations: as general or specific, and within the latter as instrumental, interpersonal and systemic; also as general or communicative; finally, as emotional, encompassing personal and social competences. In order to educate citizens it is important to develop critical thinking regarding all these competences, especially interpersonal ones. To attain that, it is necessary to become aware of what is hidden behind discourses and how society builds them.

The second chapter, "Aproximación al análisis crítico del discurso (ACD)", states that CDA aims at those precise aims, i.e. to deconstruct what lies beneath visual and linguistic choices. The chapter reviews basic CDA concepts following Fairclough's proposal, with a view to showing that discourse needs to be approached through the concepts of ideology and power. Foucault's conception of power, Van Dijk's ideas regarding social representations and Halliday's Systemic Functional Grammar all contribute to to educate critical citizens. The chapter closes with the definition of concepts which are central to discourse analysis.

The third chapter, "Aproximación a la multimedialidad y a la gramática visual: aprendiendo a leer textos multimodales", approaches a field which is quite new to discourse studies, that of multimodal discourse analysis (MDA), which following O'Halloran is defined as "an emerging paradigm in discourse studies which extends the study of language per se to the study of language in combination with other semiotic resources, such as images, scientific symbolism, gesture, action, músic and sound". This characterization of MDA is a valuable aspect of this book, considering the importance of multimodality in present-day communication. The chapter explains with utmost clarity the way in which multimodal texts may be approached: with the aid of the concepts of information value, salience and framing; through the analysis of vectors –in terms of dynamic force, directionality and orientation--, and considerations of social, relational and interactive distance; finally, in terms of their functions –representational, orientational and compositional.

The second section of the book, *Introducción a la educación para el desarrollo, la educación con perspectiva de género y la educación para la paz. Aplicación de sus principios a la realización de actividades de temática social en la educación superior,* is devoted to the presentation of educational approaches that can benefit from incorporating CDA as a teaching procedure, namely: Education for Sustainable Development (ESD), Education with a Gender Perspective (EGP) and Education for Peace (EP). In chapter four, "Aproximación a la educación para el desarrollo (ED), la educación con perspectiva de género (EPG) y la educación para la paz (EP)", these three approaches are briefly but clearly described; their potential for uncovering the unequal distribution of power and empowering social groups to question and transform the status quo is highlighted and valued throughout. A further feature the selected approaches share is their close connection to Human Rights Education and Education for Global Citizenship. In the context of teacher and translation courses --the author's own context-- the approaches are said to contribute to the

general goal of educating students so that they become global citizens who can interpret different social realities and commit themselves to their improvement, alongside with the teaching of English. ESD started in the mid-twentieth century with the purpose of eradicating poverty and exclusion and of promoting human development and general welfare. The description of the stages this approach has gone through is particularly relevant because the texts and tasks presented in the fifth chapter are said to be representative of the fourth and fifth stages, which focus on criticality and global citizenship respectively. The rationale behind the adoption of EGP is that of inclusive education; the decision is justified by highlighting the inequalities that still exist between men and women and the need to unveil and eliminate the stereotypes that permeate explicit curricula and institutional cultures. EP is intended to help students understand the processes that lead to conflict at individual and global levels, promote non-violent resolutions for these conflicts and teach social competences that facilitate harmonious relationships.

The fifth chapter, "Propuesta de actividades prácticas...", presents a selection of didactic sequences which combine the linguistic analysis of socially relevant authentic texts --resorting to CDA and MDA-- with tasks meant to develop social competences within the frameworks of ESD, EGP and EP. These sequences were implemented within the subject English V as part of a course on English Studies at Alicante University; the specificities of the subject and the implementation are clearly described early in this chapter. A brief section is devoted to the description of the methodology adopted in this subject --cooperative teaching--, which is meant to foster both individual and group responsibility, interdependence, communication, interaction and reflection. The group oral presentation and the group debate constitute two of the selected sequences the book reports on: they concentrated on issues of social relevance selected by the students, such as racism, the environment and the role of NGO and were intended to promote public speaking, active listening and conflict resolution. The class also engaged in text analysis: they resorted to the tools provided by CDA to critically read Nelson Mandela and Martin Luther King's speeches. The analysis of these texts paved the way for a writing assignment that focused on the topic of leadership. In addition, students were involved in group translation and photo analysis tasks. The translation task can be understood within the framework of Human Rights Education, while the analysis of magazine front pages portraying women contributed to EGP aims. All throughout this chapter the author highlights the benefits of the tasks and procedures described in the context of a teaching project that seeks to educate global citizens and help them develop social competences they will need both as citizens and as professionals.

The chapters devoted to CDA, SFG and VG offer a clear and thorough introduction to these disciplines and will be useful for those teachers who have no prior experience in working with these approaches. The relationship established between CDA, SFG and VG --to approach texts--, with peace education, gender education and education of human

development --as overall aims and perspectives-- succeeds in providing readers with a critical, comprehensive pedagogical proposal. The book shows how typical language teaching tasks can promote critical thinking, responsible citizenship and committed action, in addition to teaching students how to better read, analyse and produce texts in English. The author's proposal can validate and contribute to the practices of teachers who are trying to depart from hegemonic teaching aims and methodologies and engage in similar projects.

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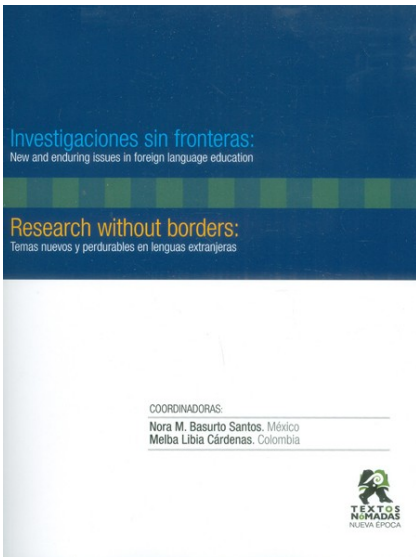
**Book review**

## Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras




Edited by Nora M. Basurto Santos & Melba Libia Cárdenas, Xalapa, Veracruz: Universidad Veracruzana, 2016, Pp 375, ISBN: 9786075024530.

*Investigaciones sin fronteras: New and enduring issues in foreign language education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras is a compilation of research work in the field of foreign languages internationally* by Nora Basurto Santos and Melba Lidia Cárdenas from the Universidad de Veracruz collection of Textos Nomadas Nueva Epoca Education Series. Departing from the premise of promoting the dissemination of research in the field of foreign languages internationally, the authors present a variety of research accounts resulting from the collaborative work of the Language School at the Universidad Veracruzana and the Department of Foreign Languages at the Universidad Nacional de Colombia, Bogotá. In order to accomplish this, several academic events and research activities have been done. One clear instance of this is the International Colloquium on Research in Foreign Languages (CIILE) that has become the principal forum to gather future teachers, professors from various education levels and teacher trainers committed to systematising their experiences and inquiries through research projects in the areas of foreign languages and applied linguistics and whose venue alternates between Colombia and Mexico. Besides, the research Groups "Foreign Languages and Research" (LEXI, in Spanish), "Professors of English as a Foreign Language" (PROFILE, for its initials in Spanish) at the Universidad Nacional de Colombia and the Research Group "Foreign Languages in the Public Education System in Mexico", at the Universidad Veracruzana, have worked hand in hand to fulfil these activities.

Hence, this book includes eighteen works, eight of which are written in Spanish and ten in English, by academics from Brazil, Colombia, Korea, the United States, England and

Mexico. All these researchers are interested in strengthening the academic community and advancing research in the areas of teaching foreign languages and teacher development. As will be reviewed, their topics deal with the development of research competence, pedagogical and curricular concerns, initial English language teacher education and definition and implementation of linguistic policies, among other topics.

After the preface, the book is divided into six sections thematically organised: Collaborative Work, Research Practices and Approaches, Language Policies, Alternatives to Foster Language Learning, Curricular Issues in Foreign Languages, and Facets of the Teaching Profession.

The first section, *Collaborative Work*, consists of three works: The role of community explorations in developing meaningful curriculum, Collaborative writing process through and e-portfolio and Engaging EFL learners at college level through community-based pedagogy. They all reflect the role of the learning communities to reach goals at the curricular and pedagogic levels.

There is also a section covering *Research Practices and Approaches,* where the authors recognise the importance of reviewing, contrasting and expanding knowledge in this arena. The three chapters of this section deal with the use of cognitive interviews in the investigation of critical incidents, the observation of teachers in the classroom and the need for a re-evaluation, and the possibilities that software provides for the study of interactive patterns.

The third section entitled *Language Policies* analyse*s* three investigations. The first addresses the topic of English as a global language and its relationship with universities' objectives of internationalization. The second focuses on the topic of linguistic autonomy in immigrant adults in France and the third follows the path of planning and policy in foreign languages in a historic period of the Mexican public education system.

The section *Options to Enhance Language Learning* includes four chapters that deal with the role of decision-making and agency as alternatives to foster the participation of university students in a literature course, technology and open educational resources for teaching Spanish. It also works on the ideological component of learning English and the pedagogical implications that derive from the study of cultural competence, in order to make the learning of languages-cultures possible.

In section five, *Curricular Issues in Foreign Languages*, the authors present two texts concerning the curricular course of studies and the role that the Spanish textbook plays in the development of students.

Finally, section six *Facets of the Teaching Profession*, is dedicated to the trajectories and functions of the language professors. One of the works makes references to the identity formation and the decision to become an English teacher in Mexico. The other one characterises the Spanish as a foreign language professor in the Colombian context. Lastly,

we can learn about the use of notes or commentaries as a tool for cultural mediation in teaching translation.

Overall this book represents a relevant theoretical contribution to an understanding of research in foreign languages. In it, readers can recognise both that research in foreign languages is constantly developing and that, although the concerns of the researchers are focused on diverse contexts, they agree in essence.

Undoubtedly, every section of this book confirms not only that the number of professionals in the area of foreign languages and applied linguistics who are capable of doing research is becoming greater and stronger but also that it is a growing concern at the graduate and undergraduate level. It is the intention of the book to foster the development of research abilities which are nowadays considered essential for the teaching profession.

Precise and revealing, this selection of papers shows current concerns in the complexity of teaching and learning foreign languages internationally. Besides, the fact that some of the works are written in English and some others in Spanish widens the scope and provides multiplicity of visions and perspectives to approach foreign languages in terms of policies, curriculum design and teaching contexts. *Investigaciones sin fronteras: New and enduring issues in Foreign Language Education. Research without Borders: Temas nuevos y perdurables en lenguas extranjeras* showcases examples of international perspectives on partnering research, curriculum and practice in diverse contexts and will serve as starting point for researchers as well as being of interest to curriculum developers, teachers and students.

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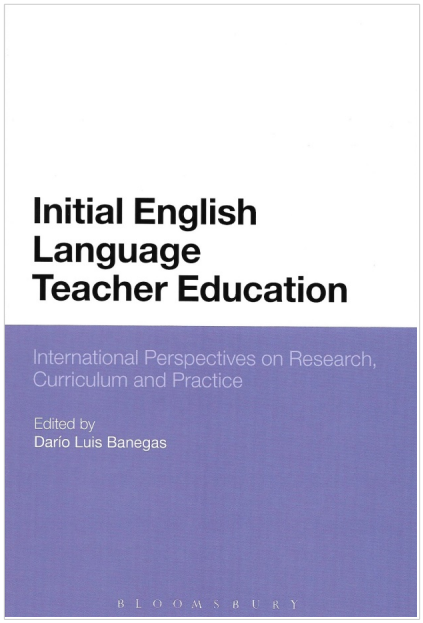
FAAPI

**Book review**

## Initial English Language Teacher Education International Perspectives on Research, Curriculum and Practice




Edited by Darío Luis Banegas, London/New York, Bloomsbury, 2017, Pp. v + 228, ISBN 9781474294409 (hbk): US$85.20, ePDF 9781474294423: US$56.69, ePub 9781474294416: US $64.79 (Kindle edition)

Johnson (2009, p. 17) points out that

> [A]t its core, L2 teacher education is primarily concerned with teachers as learners of teaching". Understanding and adhering to a conception of initial (English) language teacher education from a sociocultural perspective entails understanding and adhering to the view that teachers' cognitions – that is their knowledge, thoughts, beliefs, assumptions – "are constructed through and by the normative ways of thinking, talking, and acting that have been historically and culturally embedded in the communities of practice in which they participate (as both learners and teachers).

This is the fundamental premise underpinning this book.

*Initial English Language Teacher Education* is an edited collection of must-read chapters for anyone involved or interested in the field of second language teacher education and professional development. The collection provides an authoritative review of IELTE by drawing upon experiences coming from very diverse contexts, some of which are seldom the focus of collected editions of this sort.

The volume is made up of an introductory and a concluding chapter by the editor, plus twelve chapters written by teachers of teachers (ToTs). In the introduction, Darío L. Banegas ponders on the motivations behind choosing teaching as a profession and conceives this latter as a journey of continual and continuous development, whose point of departure becomes the central character of this collection. The introduction presents a well-framed background concerning IELTE as both a context-situated and context-driven activity. This is at present seen as encompassing a shift from rigid *training* to ongoing *development*, and as

falling within the scope of three closely intertwined theoretical viewpoints: sociocultural theory (see, e.g. Johnson, 2009); cognitivism and the study of teacher cognitions (see. e.g. Borg, 2006), and the Freiran notion of criticality, as empowering (aspiring) teachers and their educators as agents of change by promoting pedagogies that respond to their local contexts and cultures (Banegas & Velázquez, 2014).

The twelve chapters in the volume provide readers with revealing insight into the work of teachers and ToTs around the world, stressing aspects such as student-teachers and novice teachers' beliefs and perceptions of the profession; teachers' cognitions and their alignment with curriculum implementation; IELTE pedagogies and classroom practices; the role of observation, critical reflection and feedback, and the need for teacher-initiated collaborative action research. Every chapter departs from a series of objectives that constitute the backbone of the different narratives, and concludes with questions aimed at appealing to the readers' consideration of and reflection upon their own practices and contexts. In this way, the volume not only provides a unique opportunity for readers to identify and empathise with the accounts presented in each chapter, but also makes a valuable contribution to disseminate the work of teachers that come from the periphery. Through pages 8 to 11, the editor provides a clear synthesis of the structure of the book. I will, therefore, attempt to contribute a succinct elaboration on the most salient aspects that each chapter tackles. A traveller myself, I would like to subscribe to the metaphor of teaching as a journey that the editor uses in the introduction and, thus, I depart.

My first stop takes me to remote places. Chapters 2 and 3 refer to teacher pedagogies in the Asian context. The main theme running across these chapters is bridging the gap between the theory-practice disconnect. Both chapters address the challenges novice teachers face when trying to align the theories they are introduced to in their IELTE programmes and the (harsh) reality of their school contexts. Whereas in Chapter 2 Yan aims at enhancing Chinese teachers' engagement and academic learning through action research, the authors of Chapter 3 explore the implementation of different strategies to help novice teachers get ready for teaching literacy practices in primary schools in Singapore. In a similar vein, Chapter 4, situated in the African context, looks at IELTE curriculum alignment with the mandates of the secondary education curriculum in Kenya. In this case, authors Kiai and Nduku Kioko address the topic by analysing teachers' perceptions of the effectiveness of their teaching in the light of their initial preparation programmes. Chapter 5 brings up the question of teaching the ToTs. It focuses on the challenges faced by supervisors in an EFL programme in South Africa, and the relevance of developing suitable, consistent strategies for post-observation feedback so as to support aspiring teachers during their practicum.

The second stage in the journey takes me to more familiar landscapes. Chapter 9, situated in Spain, discusses the role of reflection and critical thinking for the development of a personal philosophy of teaching, and calls for divergence of views rather than consensus by means of the implementation of Kolb's experiential learning (1984) cycles in a foreign

language didactics course. In Chapter 11, another Spanish educator challenges traditional EFL textbook-driven lessons by resorting to identity texts as a pedagogical strategy to help teacher-learners "channel their cognitive, linguistic, experiential and affective wealth" in order to reflect upon themselves and consequently develop a personal pedagogy for their classrooms that more closely reveals and adjusts to their true selves as educators, and that emancipates them from the "oppressive forms of EFL teaching, which have become the standard" (p. 165). In the context of teacher education in the UK, Saraceni (Chapter 10) raises the issue of critical awareness and the role this plays in teacher development. Chapter10 describes classroom contexts as unpredictable and ever-changing, thus calling for the systematic self-reflection and self-evaluation of teachers' own classroom practices in order to develop confidence and insight in classroom dynamics, and as a means towards theorising practice.

The last stop in this round-the-world journey brings me back home, to South America. As personally and directly involved in IELTE at an Argentinean university, I have left the chapters involving my context for last. In the first chapter in this collection, educators Amez and Dobboletta inquire into pre-service and novice teachers' beliefs and perceptions of their knowledge base and gauge how this might inform IELTE curriculum change in the teacher education programme in Rosario, Argentina. Chapters 6 and 7 look at the implementation IELTE programmes mediated by the technologies. In Chapter 6, Díaz Maggioli from Uruguay puts into question the traditional, somewhat behaviouristic use of learning management systems and suggests an alternative designer's mindset template on the basis of a cultural historical activity theory, which might more adequately offer the possibility of effective learning. Similarly, Chapter 7 explores the case of an online language teacher education programme in Patagonia, Argentina, and how this teaching modality frames novice teachers' identity. Chapter 8 explores self-regulated practices as an ignored component of teacher education programmes in Colombia, and highlights how teachers' lack of self-regulated learning skills impinges on their capacity to educate their learners in such skills. This chapter suggests that underlying the development of self-regulation is self-efficacy, that is, teacher's beliefs in their own capabilities, and that one possible way to help teachers develop both is through continual formative assessment and the provision of informative feedback that not only points out learners' problems, but that provides adequate solutions.

Last but not least, there is the case of Brazil. I believe that Chapter 12 is possibly the best example of the theoretical framework underlying this volume in IELTE. The experience narrated in this chapter represents theory in action. Through her narrative, Fernanda Coelho Liberali provides readers with the opportunity to understand that it is actually possible to implement forms of language teaching that depart from the mandates of off-the-shelf, one-size-fits-all teaching methodologies. Her discussion of globalization, superdiversity, language learning and teacher education in Brazil and the implementation of a Multicultural

Education Project in a disadvantaged context are tangible proof that a change is ELT is possible.

In conclusion, *Initial English Language Teacher Education* is an insightful, inspiring collection of experiences that invite us to review and resignify our practices in the light of three very powerful theories. As a teacher educator I cannot but highly recommend this volume and hope readers enjoy it as much as I have.

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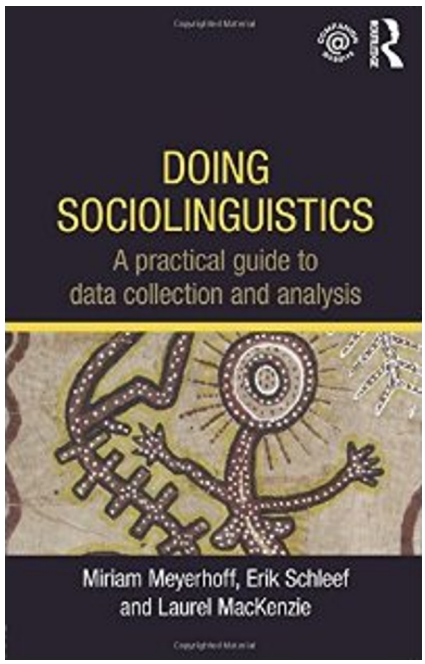
**Book review**

## Doing Sociolinguistics: A Practical Guide to Data Collection and Analysis




M. Meyerhoff, E. Schleef and L. MacKenzie, Abingdon and New York, Routledge, 2015, Pp. 212, ISBN 978-0-415-69820-7 (pbk), £22.99

*Doing sociolinguistics: A practical guide to data collection and analysis*, written by Miriam Meyerhoff, Erik Schleef and Laurel MacKenzie, is a very useful guide that can be used as an introductory text for student researchers in classes on research methods. Novice researchers in the field of sociolinguistics need an accessible methodological book to guide them in their data collection and analysis. This edited volume by renowned scholars in sociolinguistics provides readers − and student researchers in particular − a valuable opportunity to learn about the foundational work being done in quantitative and variationist sociolinguistics.

The book is divided into two sections: data collection and data analysis. The first section comprises nine short chapters and the second seven short chapters. It is organised in a coherent narrative style that takes readers through the phases from finding a research topic, collecting and analysing the data to writing the final report. Despite being the product of three sociolinguists' input, the book is so well written, edited and organised that readers may have the impression of a single authorial voice. Each chapter comprises three parts: (1) a brief introduction to the issue, (2) exercises and (3) list of references and recommendations for further reading. By providing exercises in each chapter, the authors challenge their readers to address more complicated issues related to the chapter topic. Moreover, offering a list of more advanced references is very useful for readers who may want to go beyond the scope of the book.

In the first section, Chapter 1 provides a practical introduction exploring how to find a research topic that will be viable and interesting for both the researcher and audience. To achieve this task, especially daunting for novice researchers, the authors offer six ways of

identifying an appropriate research topic. Career is one such way, as finding a related research topic can be valued as benefiting one's professional and career goals. However, the ideas raised as potential research topics based on professional interests are usually broad and need narrowing. Second, researchers may read in their related field and find a specific area that has not been touched upon in existing publications. Third, the researcher's attention may be grasped by observing a real-life phenomenon, giving rise to a wish to identify why/how this is happening and providing another path to finding an applicable research topic. The fourth means is assessing claims made by some authors or papers, checking, for instance, the validity of the data on which such claims are based. Fifth, researchers may seek to challenge a theory, testing it against particular issues. Finally, researchers may find it easier to examine the conclusions of recent research papers, in which the authors tend to recommend future directions of study resulting from their research. For all these six options, the research topic identified should motivate and create interest for the researcher. Once a researcher finds a research topic, it is necessary to draw up a research action plan setting out how this research will be done and over what period, based on the researcher's ability.

After finding a viable and motivating researchable idea, the authors take the readers to the next step in Chapter 2, namely narrowing their research topic by deciding on their focus and how they will investigate the subject of inquiry. In this respect, researchers need to define the variables and constructs/concepts of interest. The authors go into considerable detail concerning variants and defining the envelope of variation. Another important element is determining the research sample, specifically who the participants will be and how many are considered sufficient (based on the amount of data to be gathered from each) and the method of sampling, whether random or purposive; these are issues taken up in later chapters in greater detail. Such decisions of course apply whether the study is qualitative or quantitative. Illustrative examples of how to decide on the size of a sample are also provided.

Obtaining ethical approval to do the research and how researchers secure and archive their data are issues addressed in Chapter 3. Following this, before collecting data, researchers need to secure their access to the research site and also decide on their sample. The authors then provide the readers with four chapters (5−8) on available sources of data they can employ in their data collection process: (i) interviews; (ii) observing and recording naturally occurring speech; (iii) using an existing corpus rather than looking for new data; (iv) conducting questionnaires and surveys to gain a large-scale sample, potentially conferring generalisability. Perceptions and attitudes concerning language, for example, can be studied either directly or indirectly, an aspect on which the authors elaborate in Chapter 9.

The second section is devoted to discussing how data are analysed. The authors begin this section with the first phase of analysis, transcribing oral data into analysable written text. Depending on the aim of the researcher, a relevant transcription convention should be used, as discussed in Chapter 10. Following transcription, the authors discuss the process of

identifying and categorising the data in a logical and coherent way. Chapter 11 includes important information regarding what to include and exclude from the data as relevant and appropriate and whether the researcher is conducting etic or emic coding. As a follow-up, in Chapter 12 the authors go into further detail regarding the analytic stages in the tradition of quantitative variationist sociolinguistics (i.e. dependent and independent variables and testing variables for statistical significance). In Chapter 13, the authors set out how researchers assure clarity and honesty and minimise the possibility of redundancy in presenting their data using appropriate graphs. Chapter 14 goes further and discusses the process of analysis of multiple independent variables via cross-tabulation and checking interactions for significance. Information on how to use multivariate analysis is also offered. In Chapter 15, the authors touch briefly on the analysis of data from mixed methods and how to deal with the combination of qualitative and quantitative data.

The last chapter of this book is dedicated to highlighting how researchers transform their research findings into a coherent and logical research paper. This can be done by dividing the research paper into sections, namely, introduction, literature review, methodology, results, discussion and conclusion. Last but not least, researchers need to choose a suitable title and write an informative abstract.

On the whole, *Doing sociolinguistics: A practical guide to data collection and analysis* is a book that is easy to read and of great benefit, especially for novice researchers. Although it cannot be considered an extensive book, it not only provides a useful guide, but also points to further reading resources for those who want more information. The inclusion of exercises at the end of each chapter is another valuable resource for both instructors and student/novice researchers, enabling the latter to assess their understanding. Indeed, having such a methodological book edited by well-known figures and devoted to the field of sociolinguistics is a very useful resource for novice researchers. I would highly recommend reading this book together with Meyerhoff's (2015) *Introducing sociolinguistics*.

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  **CLIL. Content and Language Integrated Learning**
  D. Coyle, P. Hood and D. Marsh
  Cambridge
  Cambridge University Press
  2010
  Pp. v + 173
  ISBN 978-0-521-11298-7 (hbk): £54.50; US$ 71.20
  ISBN 978-0-521-13021-9 (pbk): £21.00; US$ 25.91
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- No line space should be left between paragraphs or under (sub)headings. Line space should be left between sections.
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tations within quotations.

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- For in-text references follow these examples:

  James (2009) argues that…

  Gómez and Pérez (2008) raise other issues since…

  The situation in Argentina has shown relatively low improvement (Andes, 1998; Gómez & Pérez, 2008; Zander, 2000).

  Little (2006a) observes that…

  Little (2006b) denies that…
- For works authored by three or more authors, include all surnames the first time you refer to them, and et al. in subsequent references, for example:

  Smith et al. (2010) signal that…

  This has been signalled by many works (Smith et al., 2010)
- Full references: all authors cited in your manuscript must appear in your reference list. Follow these examples:

Bruner, J. (2002). *Making stories: Law, literature and life.* Cambridge, MA: Harvard Univer-

sity Press.
Gee, J.P. (2005). Semiotic social spaces and affinity spaces: from the Age of Mythology to today's schools. In D. Barton & K. Tusting (Eds.), *Beyond communities of practice* (pp.214-232). Cambridge: Cambridge University Press.
Lantolf, J. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.
Little, D. (1991). *Learner autonomy 1: Definitions, issues and problems*. Dublin: Authentik.
Meza Rueda, J.L. (2008). *Historia de maestros para maestros. Pedagogía narrativa expresada en relatos de vida*. Bogotá: Universidad de La Salle.
Pérez-Cañado, M.L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism, 15*(3), 315-341.
Prince, P. (2011). What's the story? Motivating e-learners with fiction. In D. Gardner (Ed.), *Fostering autonomy in language learning* (pp. 225-233). Gaziantep: Zirve University.
Richards, K. (2006). "Being the teacher": Identity and classroom conversation. *Applied Linguistics*, *27*(1), 51-77.
Smith, R. (2003). Teacher education for teacher-learner autonomy. In J. Gollin, G. Ferguson & H. Trappes-Lomax (Eds.), *Symposium for language teacher educators: Papers from Three IALS Symposia.* Edinburgh: IALS, University of Edinburgh. Retrieved May 2, 2012, from http://homepages.warwick.ac.uk/~elsdr/Teacher_autonomy.pdf
Smith, R., & Erdogan, S. (2008). Teacher-learner autonomy: Programme goals and student-teacher constructs. In T. Lamb & H. Reindeers (Eds.), *Learner and teacher autonomy: Concepts, realities and responses* (pp. 83-102). Philadelphia, PA: John Benjamins Publishing Company.
Ushioda, E. (2011). Motivating learners to speak as themselves. In G. Murray, G. Xuesong & T. Lamb (Eds.), *Identity, motivation and autonomy in language learning* (pp.11-24). Bristol: Multilingual Matters.

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