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Teacher Reflection and Identity – Teaching a Language from within an L2 Cultural Identity, or Teaching from within L1 Culture about L2

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Abstract

Reflection is endorsed as a cognitive catalyst in teacher education (Richards, 1990). However, foreign language teacher educators know little about how reflection is utilized by student teachers in learning to teach foreign languages (Freeman & Johnson, 1998). This qualitative study used Gee's discourse analysis (2005) to examine how three foreign language student teachers used reflective journal writing to form meaningful connections between existing knowledge and events of student teaching practice. Results suggest that utilizing discourse analysis to examine the role of reflection in learning how to teach may give insights into development and function of a second language cultural identity.

Keywords: Reflection, journal writing, student teachers, discourse analysis, second language teaching, cultural identity.

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1. Introduction

The objectives of the study were to analyze how reflection is used in journal writing, as well as how it functions as a tool in teacher development. However, in the examination of reflection as a meaning-making process in journal writing, foreign language student teachers repeatedly expressed concern about the role of proficiency in their language skills for classroom teaching, and recognized that something more than language skill was at play. Student teachers in the process of assimilating teaching culture must not only possess foreign language proficiency sufficient for pedagogical purposes, but also of sufficient depth to acquire an understanding of the second language culture. This is essential, as when teachers introduce students to second language usage, the students' ability to understand the otherness of the second language culture depends upon the teacher's ability to also transmit the culture of the second language. The study suggests that the cultural identity of the teacher may shift, in different degrees, between first and

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second language identities in relation to the proficiency of second language skill. The study also suggests that more research utilizing discourse analysis to examine the role of reflection in learning to teach may give deeper insights into the development of this cultural identity development for foreign language teachers.

1.1 Background

Osterman (1990) wrote that reflection is “the mindful consideration of one’s actions, specifically, one’s professional action” (p. 134). Reflection has also been identified as the composing part of the highest level of consciousness, entailing “deliberate and purposeful engagement in actions” (Van Lier, 1998). Moon (1999) emphasized that cycling new information through repeated examination by reflection causes a progressively greater meaningfulness, effecting transformative learning and making the assimilated information available for creative or idiosyncratic use by an individual.

General teacher education literature is scarce about the acquisition of teaching skills and competences (Bennett & Carre, 1993). The existing teacher education studies frequently mention reflection (Calderhead, 1992) but have not arrived at agreement on its definition, nature, or function (Rodgers, 2002). Narrative accounts of teaching recorded in teachers’ diaries have been increasingly used to represent teachers’ thinking (Calderhead, 1996), while the use of journal entries is encouraged in teacher education to promote reflection for foreign language student teachers (Bailey, 1990). It is recognized that learning to teach involves construction of a unique teaching knowledge base that is meaningful for each student teacher (Shulman, 1987). However, the relationship between the role of reflection in learning to teach and the development of an individual teacher’s associated knowledge base may not be clear as few scholars have examined the aspects of meaning-making inherent in reflection (Raymond, 2000).

In foreign language teaching literature, research indicates that language teacher candidates have pre-existing beliefs and expectations about foreign language teaching and learning that stem from their own formal and informal language learning experiences (Freeman, 1991, 1994; Johnson, 1994). Furthermore, past research has shown that teachers are influenced by their past experiences as students and will teach as they were taught (Britzman, 1991; Goodlad, 1983; Lortie, 1975; Stofflett & Stoddard, 1994). In fact, Gebhard, Gaitan and Oprandy (1990) demonstrated that teachers adhere to patterns of instruction assimilated as students and do not easily modify their teaching, even through teacher preparation. Researchers (Agee, 1997; Kagan, 1992) found pre-service students might allow prior knowledge and educational experiences to blind them to new approaches and a need for adaptability in their teaching practices. This poses problems for foreign language teacher education programs providing teacher preparation to support language teacher graduates who must flexibly respond to instructional, student, and cultural context demands.

Although reflection is touted as an agent of change in teacher cognition and instruction (Richards, Gallo & Renandya, 2001) and as a factor in the development of mental models of teaching (Livingston & Borko, 1989), an exact understanding of how student teacher’s reflection contributed to professional growth needs further investigation (Borg, 2003; Calderhead, 1992). Within the foreign language teacher education literature itself, there is also limited research regarding the role of reflection in foreign language teacher preparation (Richards, 1990). Largely, reflection is held to be valuable, as it can be used to transform tacit knowledge into explicit knowledge, which facilitates sharing the knowledge among teachers (Novak, 1998). However, in foreign language teaching contexts, sharing of knowledge is hampered because tacit knowledge remains undefined and unstructured (Freeman & Johnson, 1998, p. 404). Foreign language

teacher educators struggle with transmission of a nonexistent defined knowledge base to teacher candidates, while language teaching candidates confront the need to construct an individually meaningful, satisfying, and sustainable teaching practice while fully functioning in a second language context.

Furthermore, second language teachers must be, first of all, second language users. Proficiency in second language skills for second language teaching requires much more than the acquisition of vocabulary and lexicon, grammatical and syntactical skills, and the automaticity required for fluid language performance. Language use is socialized and negotiated by a student teacher candidate through each language learning experience, whether in the classroom or in natural second language cultural contexts. Because of this, the cultural pedagogy of foreign language teachers is uniquely individual and gleaned from the teacher's own experience of learning language (Klein, 2004). Language learners are not computers, or even apprentices, but more in the nature of negotiators, primarily, of meanings, but also of pathways, of perspectives, and of identities (Kramsch, 2002). Such language contingent skills are not uniformly built, processed, or socialized across the foreign language teaching community. Very broadly, identity is understood as what an individual understands his or her relationship to the world is, but "it is through language that a learner negotiates a sense of self within and across different sites at different points in time, and it is through language that a learner gains access to – or is denied access to – powerful networks that give learners the opportunity to speak [use a second language]" (Norton, 2002, p. 5). Not only must second language teachers, employed in a knowledge-transmission profession, struggle with the lack of a defined knowledge base, but they must master interaction-related expertise, with "the increased demand for flexibility to move in and out of frames within professional encounters and to deal with cross-cultural misunderstandings" (Kramsch, 2002, p. 4). In studying the meaning in journal writings of the student teachers in this study of reflection, the researcher noticed repeated references to the development of teacher identity with second language skill as an associated metric for self-evaluation.

2. Materials and Methods

Qualitative inquiry and a constructivist lens were employed here, viewing reflection as an interaction, both created by and responsive to the subjective voices of foreign language student teachers in their journal writings.

Gee's discourse analysis method (2005) is a particularly appropriate tool for research in foreign language pedagogy, as it can be used to explore reflection for clues to how foreign language teachers experience cultural roles. Gee lays the groundwork for consideration of cultural teaching contexts by examining the formation of meaning in language. "Meaning is not general and abstract, not something that resides in dictionaries, or even general symbolic representations inside people's heads. Rather, it is situated in specific social and cultural practices, and is continually transformed in those practices as it is always used against a rich store of cultural knowledge activated by contexts" (p. 63). Foreign language teaching is very much a social and cultural practice. The researcher employed discourse analysis to tease apart the meaning in data from the reflection journals of student teachers who commented about cultural shifts they experienced while learning to teach a foreign language.

Gee's (2005) discourse analysis tools were used in the study to analyze the journal entries to first prepare the questions for the interview instruments, and then to analyze data from the interview transcripts themselves. Discourse analysis is grounded upon a construct of "situated meaning", defined as "flexibly transformable patterns" (p. 49) acquired through experience,

which help to identify further experience as meaningful or not meaningful. Gee specifies a role for reflection in creating this meaning: “Situated meanings are a product of bottom-up action and reflection with which the learner engages the world, and the top-down guidance of the cultural models or theories the learner is developing” (p. 51).

Gee also cautions that several instances of use of language to create situated meaning may occur simultaneously, and exist layered and interlaced in text or speech. The nuances so afforded may be complex, and of course, are dependent for interpretation upon the reader or the listener’s ability and schema. Exhaustiveness in interpretation is critical, to present as many situated meanings present as possible, or data may be lost or misrepresented, and bias introduced. Situated meaning may provide an excellent mediating tool for the examination of linguistic expression because reflection and the teaching of a second language are parallel cognitive processes that require an individual to create personal meaning. Discourse analysis attempts to unpack the meaning through the identification of language tools used to build meaning (Table 1).

2.1 Participants

The participants in the study were two females and a male, Laura, Mary, and David, student teachers in their early twenties, in a foreign language teacher preparation program at a large Midwestern university in the USA. There were few potential participants, due to the relatively small number of foreign language student teachers. The final participant choices were made across the broadest possible categories of life experience and situation for comparative data analysis regarding reflection.

2.2 Methods

After the appropriate institutional permissions were secured, a ten week pilot study with one foreign language student teacher was done. All initial contacts with the subjects during the study were made by email. The student teachers were invited to conference by telephone in order to review the consent form, to preview the procedures, and to answer any questions or concerns about the study. At the end of the conference, the participants were requested to return a signed consent and were provided a self-addressed stamped envelope.

2.2.1 Data Collection

The sources of the data for each participant were journal entries and transcripts of two interviews as well as a study log maintained by the researcher. The first interview was completed with each student teacher after they began journaling. Each interview lasted approximately one hour and the participant’s interview protocol was blinded. The first interview (Appendix A) gathered data about early language learning experience, overseas study abroad experience, and beliefs about language teaching.

The second interview (Appendix B) occurred after the journal entries were completed. The first part of the second interview addressed the students’ experiences in learning to teach. During the second part, the journal entry data was discussed with the student. The participant was asked to talk and elaborate about instances of situated meaning lifted from the reflective journal entries, using questions formulated from the language tool queries (Table 2). The last part of the second interview sought information about the participant’s experience with reflection and reflective journaling. The transcript of a second interview is found in Appendix C.

Table 1
Tools for Creating Situated Meaning with Examples: A System of Building Tasks Implemented in Language Use

Tasks	Color Code	Description
Building Significance	Blue	Use of cues or clues to give meaning (the point from where the teacher lectures in a classroom becomes the temporary focus or “front of the class”)
Building Relationships	Lt. Blue	Use of cues or clues to assemble situated meaning about the here and now reality, what is present, absent, concrete, abstract, real and unreal, probable, possible, and impossible. (identification of when to address someone with their honorific and when to use a first name)
Building Activity	Green	Use of cues or clues to assemble situated meanings about what activity or activities are going on, and are composed of what action (the start of sports events is signaled by spectators standing, removing hats, and singing the national anthem)
Building Identity	Pink	Use of sociocultural cues or clues to assemble situated meanings about what behavior and relationships are relevant to the interaction (knowing when it is appropriate to tell jokes and when not)
Building Politics	Orange	Use of cues or clues to convey a perspective, or to construct the nature and relevance of various “social goods”, such as status and power, and anything else taken as a social good, I.e. beauty, humor, verbalness, specialist knowledge, fancy car, etc. (recognizing slanted reporting of a news release)
Building Connections	Purple	Use of cues or clues to make assumptions about how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other – a continuous coherence. (choosing to support or weaken an argument by selectively connecting the discussion through additional information)
Building Sign Systems and Knowledge	Yellow	Use of cues or clues to assemble, not just recognize, situated meaning about how different symbol systems and different forms of knowledge “count” (use of lawyer language as relevant and privileged in a setting)

Source: An Introduction to Discourse Analysis: theory and method.
James Paul Gee, Routledge, New York, NY 2005

Table 2
Discourse Analysis Questions Used Tools for the Building Tasks Implemented in Language Use

Tasks	Associated Discourse Analysis Questions
Building Significance	How is this piece of language being used to make certain things significant or not and in what ways?
Building Relationships	What sort of relationship or relationships is this piece of language seeking to enact with others (present or not)?
Building Activity	What activity or activities is this piece of language being used to enact (i.e. get others to recognize as going on)?
Building Identity	What identity or identities is this piece of language being used to enact (i.e. get others to recognize as operative)?
Building Politics	What perspective on social good is this piece of language communicating (i.e., what is being communicated as to what is taken to be “normal,” “right,” “good,” “correct,” “proper,” “appropriate,” “valuable,” “the way things are,” “the way things ought to be,” “high status or low status,” “like me or not like me,” and so forth)?
Building Connections	How does this piece of language connect or disconnect things; how does it make one thing relevant or irrelevant to another?
Building Sign Systems and Knowledge	How does this piece of language privilege or disprivilege specific sign systems) e.g. Spanish vs. English, technical language vs. everyday language, words vs. images, words vs. equations) or different ways of knowing and believing or claims to knowledge and belief?

Source: An Introduction to Discourse Analysis: theory and method.
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2.2.1.2 Coding for Data Collection

The study assumes an interpretivistic approach, which implies that the interpreter is able to interpret the self-understandings, or ways of making sense by the participants, through the coding and analysis of their self-created journal entries and responses to interviews (Denzin & Lincoln, 2000).

The data, text documents from the journals, interview transcripts, and the study log, was imported into N6 (qualitative software made by QSR International), which enabled coding on a line by line basis for each instance of situated meaning. The software program first numbered the data lines, and allowed coding a particular data line more than once in order to accommodate overlapping instances of situated meaning. During an initial reading of the data on computer, the researcher made special note where “I statements,” or other meaningful events called “instances of situated meaning,” occurred. This simple coding followed a process of constant comparative analysis (Glaser & Strauss, 1967, p. 101-116), or repeated sifting through the data to discern similarities and identify patterns of reference in first the journal entries and later, the interview transcripts. Next, each instance was analyzed and mechanically coded to identify where and how language tools were used to build this situated meaning (Table 1). The software was first asked to prepare individual participant summaries (Tables 3, 4, and 5), then to prepare frequency tables and percentage summary reports of the instances across coded qualitative data categories (Table 6). The researcher next read all selected instances of situated meaning and interpreted the intention of the participant, asking herself, in each case, “What meaning did the author intend the reader to understand here?” In this way, after reading each instance, the researcher wrote an interpretation to be used in the second interview and validated through a member check. The researcher then created questions for each type of language tool, as shown in Table 2.

2.2.1.3 Journal Entries

Reflective journal entries were selected as the primary data source in this study of student teacher reflection. The one-page journal entries were sent electronically on a weekly basis to the teaching assistant and copied to the researcher. The journal entries were collected for a period of ten weeks. The process of journal entry coding, described in the data collection section, was ongoing during this period.

2.2.1.4 Interviews

Both interviews were audio-taped at an average length of one hour and transcribed, with the researcher conducting all interviews. This contact time also enabled the researcher to establish a greatly desired increased degree of rapport (Seidman, 1998). With this goal in mind, the interviewer also attended a seminar held by the student teaching supervisor. Furthermore, the two interviews of a student teacher candidate about the journal writing (transcript example in Appendix C) served distinct purposes. The first gathered background data and asked questions about self-perception, self-assessed language proficiency, early language learning history, language teachers remembered as role models, study abroad experiences, foreign language as a factor in identity, teaching identity, factors important in teaching foreign language, the role of target language and culture in teaching, and foreign language teaching philosophy. The second interview deepened background data, discussed journal data, and pursued follow-up questions about the journal data.

Table 3
Mary's Tools for Creating Situated Meaning

Tasks	# of Instances	Question #'s	Description
Building Significance	1	7	Use of cues or clues to give meaning
Building Relationships	--		Use of cues or clues to assemble situated meaning about the here and now reality, what is present, absent, concrete, abstract, real and unreal, probable, possible, and impossible.
Building Activity	3	1, 8, 12	Use of cues or clues to assemble situated meanings about what activity or activities are going on, and are composed of what action
Building Identity	4	2, 6, 9, 12	Use of sociocultural cues or clues to assemble situated meanings about what behavior and relationships are relevant to the interaction
Building Politics	4	3, 4, 10, 11	Use of cues or clues to convey a perspective, or to construct the nature and relevance of various "social goods", such as status and power, and anything else taken as a social good, I.e. beauty, humor, verbalness, specialist knowledge, fancy car, etc.
Building Connections	1	5	Use of cues or clues to make assumptions about how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other – a continuous coherence.
Building Sign Systems and Knowledge	0	--	Use of cues or clues to assemble, not just recognize, situated meaning about how different symbol systems and different forms of knowledge "count"

Table 4
 Laura’s Tools for Creating Situated Meaning

Tasks	# of Instances	Question #'s	Description
Building Significance	2	12, 4	Use of cues or clues to give meaning
Building Relationships	0	--	Use of cues or clues to assemble situated meaning about the here and now reality, what is present, absent, concrete, abstract, real and unreal, probable, possible, and impossible.
Building Activity	4	1, 6, 7, 8	Use of cues or clues to assemble situated meanings about what activity or activities are going on, and are composed of what action
Building Identity	4	1, 3, 5, 10	Use of sociocultural cues or clues to assemble situated meanings about what behavior and relationships are relevant to the interaction
Building Politics	2	5, 9	Use of cues or clues to convey a perspective, or to construct the nature and relevance of various “social goods”, such as status and power, and anything else taken as a social good, I.e. beauty, humor, verbalness, specialist knowledge, fancy car, etc.
Building Connections	1	11	Use of cues or clues to make assumptions about how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other – a continuous coherence.
Building Sign Systems and Knowledge	1	9	Use of cues or clues to assemble, not just recognize, situated meaning about how different symbol systems and different forms of knowledge “count”

Table 5
David’s Tools for Creating Situated Meaning

Tasks	# of Instances	Question #'s	Description
Building Significance	1	6	Use of cues or clues to give meaning
Building Relationships	2	8, 12	Use of cues or clues to assemble situated meaning about the here and now reality, what is present, absent, concrete, abstract, real and unreal, probable, possible, and impossible.
Building Activity	4	2,10,11,14	Use of cues or clues to assemble situated meanings about what activity or activities are going on, and are composed of what action
Building Identity	6	1,3,7,9,12,13	Use of sociocultural cues or clues to assemble situated meanings about what behavior and relationships are relevant to the interaction
Building Politics	2	4,11	Use of cues or clues to convey a perspective, or to construct the nature and relevance of various “social goods”, such as status and power, and anything else taken as a social good, I.e. beauty, humor, verbalness, specialist knowledge, fancy car, etc.
Building Connections	1	5	Use of cues or clues to make assumptions about how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other – a continuous coherence.
Building Sign Systems and Knowledge	0	--	Use of cues or clues to assemble, not just recognize, situated meaning about how different symbol systems and different forms of knowledge “count”

Table 6
Composite of Participant Tools for Creating Situated Meaning

Tasks	Laura	Mary	David	# of Total Instances	Description
Building Significance	2	1	1	4	Use of cues or clues to give meaning
Building Relationships	0	0	2	2	Use of cues or clues to assemble situated meaning about the here and now reality, what is present, absent, concrete, abstract, real and unreal, probable, possible, and impossible.
Building Activity	4	3	4	11	Use of cues or clues to assemble situated meanings about what activity or activities are going on, and are composed of what action
Building Identity	4	4	6	14	Use of sociocultural cues or clues to assemble situated meanings about what behavior and relationships are relevant to the interaction
Building Politics	2	4	2	8	Use of cues or clues to convey a perspective, or to construct the nature and relevance of various “social goods”, such as status and power, and anything else taken as a social good, I.e. beauty, humor, verbalness, specialist knowledge, etc.
Building Connections	1	1	1	3	Use of cues or clues to make assumptions about how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other – a continuous coherence.
Building Sign Systems and Knowledge	1	0	0	1	Use of cues or clues to assemble, not just recognize, situated meaning about how different symbol systems and different forms of knowledge “count”

2.2.1.5 Interpretation and Member Check

Member check was the method used to align meaning in this study and promote trustworthiness. The participant and researcher discussed the fit between the participant’s intended meaning when writing and the researcher’s interpretation of the written reflection. This comparison of interpretation to intent provided feedback from the participants reducing bias introduced through the researcher’s interpretations, thus establishing credibility and validity checking (Richards, 2005). This is member check, where Bakhtin’s (1973) dialogism comes into play. Bakhtin stressed that the meanings of words belong to both the speaker and the listener, and that for true communication to occur, the meanings must be aligned. This completion of the member check was essential for credibility and trustworthiness of this study.

2.2.1.6 Follow-up Questions

The second interview ended with follow-up questions about the journal data. These follow-up questions were intended to capture the unfolding of meaning for the participant (Rossman & Rallis, 1998) during the interview and any ensuing insights about the participant's teaching practice. Importantly, the questions were also asked to encourage the participants to consider the meaning and purpose of reflection in their teaching experience. These questions concerning the specific role and meaning of reflection were reserved until the end of the last interview, as advocated by Seidman (1998), who theorized that their occurrence at the end of the student teaching period would minimize injecting bias about reflection during the reflective writing period.

2.3. Discourse Analysis as Method of Data Analysis

When an initial coding of the data produced categories such as "statement of fact," "belief," "classroom observation," and "new awareness," they lacked the richness of detail and depth normally revealed and desired in qualitative research. These static categories did not illuminate the meaning intended by the student teacher, but merely reported what was said. There is support for the value of examining function. Hymes (1975) insisted that not only the grammatical structure of language, but its function as well, is valuable for understanding meaning in language use. Another linguist (Mertz, 1985) pointed out that greater understanding of language use contexts is available through study of language in its social context.

In search of a more dynamic and adaptable tool to answer the second research question, "How do foreign language student teachers use reflection to connect their existing knowledge and their developing practice?" the study used an alternate data analysis method, discourse analysis (Gee, 2005). Awareness developed that the "how" in both research questions should not refer to *which words* are used, but to tease apart how language is used to assign meaning in reflection about classroom experience. By using this same method of analysis for journal entries (related to research question one) and the interview transcripts (related to research question two), it was hoped the follow-up questions would reveal clear, meaningful, and unbiased connections with the reflection in the journal entries.

3. Results and Discussion

3.1 Self-perception

The background information showed that Laura and David emphasized a strong work ethic when asked to describe themselves. Laura also mentioned personal traits, such as being enthusiastic, funny, and a good listener. Mary described herself as personable, pleasant, closely tied to her family, and that she enjoys talking to people.

3.2 Self-assessed Language Proficiency

Foreign language skills, which are not required for general education teachers, are an important requirement for foreign language teachers. Questions about foreign language proficiency were asked early in the first interview. Such information might be more readily shared later in a second interview, because, as becomes clear in the next section, language

proficiency and the manner of gaining it are distinctive for second language student teachers. The students who did not possess the skills they feel they needed were very sensitive about perceived inadequacies.

The student teachers were asked to self-assess their language skills. Laura hedged and did not rate herself, but indicated a desire for more study abroad opportunity as she wished to continue to improve her language skills. Mary immediately classified herself as “intermediate high” on the ACTFL scale. David confessed to not remembering the ACTFL scale, but invented a hypothetical scale of one to ten, and ranked his language proficiency at nine.

3.3 Language Learning Experiences

Description of the early stages of language learning differed for the participants. While both Laura and Mary first studied foreign languages in junior high school and continued language study in high school, the manner of instruction differed. Laura primarily experienced the communicative approach for foreign language teaching, while Mary noted a variety of methods and approaches were used in her Spanish language classroom. Also, Laura had studied both Spanish and French, and had persisted in studying both languages. She intended to teach both foreign languages and was student teaching in both languages during the course of this study. David began studying Spanish in an elementary American School while living in South America for six years. He offered no observation about the form of language instruction employed in the classroom. Laura had opportunity to use her languages while traveling abroad on several occasions, while Mary learned more of her second language while frequently visiting a close family member who lives abroad.

This is an excellent representation of the variety of language learning experiences to be found in foreign language student teacher candidates. The language learning experiences differ greatly, so the formation of basic language skills for teaching will also be unique.

3.4 Language Teachers as Role Models

The student teachers all recognized the important role of mentor teachers in their language learning development. Laura labeled a foreign language teacher in her high school as a mentor and recognized the teacher as a positive influence in her decision to continue to study foreign languages. Mary also mentioned a teacher as model who was a native speaker of the target language and who effectively used the communicative approach. Mary commented that she appreciated the teacher because she made the target language seem both practical and usable. David perceived that teachers who spoke the most Spanish in the classroom, and required students to do the same, are the ones from whom he learned best. He considered those teachers his role models.

Adoption of a role model requires internalization of admiration and a desire to emulate the role model. Foreign language student teachers grasp at teaching modeled by their classroom teachers and memories of the skills modeled by their own language teachers to construct a teaching performance.

3.5 Foreign Language as Factor in Identity

Mary credited foreign language study with instilling openness to different ideas, cultures, and people, as well as discipline when hard work was required to reach her language goals. She lamented that her level of target language skills still required her to consciously frame her speech. As a student teacher in two languages, Laura distinguished a different identity for herself when using each language. Laura also linked a related “mood” to her choice of language use, and indicated that language can also shift her mood. She extended this by insisting that the target culture and the language she speaks in the classroom are sociolinguistic factors determining who she is when she is teaching, which she clearly perceives as influential in how she teaches. Meanwhile, David saw Spanish as an integral part of his life, using it to speak, listen to music, and process his thoughts daily. He found it very natural to teach in Spanish, but noted it feels unnatural to teach *about* Spanish in English.

Future research about the role of teachers’ foreign language ability should illuminate the role that fluency of language skills plays in subtle nuances of cultural shift for language teachers. Do second language teachers and student teachers experience cultural shift, and if so, do they experience cultural shift similarly? What are the effects of inadequate or even multilingual ability on such shifts? What is the effect on cultural shift or teacher identity when choosing a specific language? Is there a factor of “mood,” as an aspect of a language speaker’s identity, which can be influenced by language use? Does a difference exist for foreign language student teachers, and hence for their students’ learning, when teaching *about* a language and teaching *in* a language. These are all questions provoked by this data.

3.6 Teaching Identity

When asked about teacher identity, Laura was concerned with her external professional image, discussing professional dress and professional interactions with her students. Mary commented that she wanted her students to see a patient professional who helps them see that foreign language study is exciting, rewarding, and useful. Finally, David felt that his excellent foreign language skills facilitated his teaching so that he could focus on planning activities that target students’ needs and learning. He stated that this focus on matching instruction to students’ needs is a goal for all second language student teachers.

The three student teachers varied widely in their conception of a teaching identity. This may be because their limited experience disguises such awareness. What is teacher identity, how is it formed, what is necessary for it, and what are the similarities, if any, across individual teachers?

3.7 Factors in Teaching Foreign Language

The student teachers in this study identified the pedagogical skills most important for teaching in the target language: target language skills and preparedness, awareness of student learning while teaching to ensure challenge and engagement, and the ability to target a variety of student language learning strategies when lesson planning.

Laura linked two factors as important in teaching a foreign language. She saw a student teacher’s language skills informing the ability to design activities that target a variety of student language learning strategies. Laura perceived that a need to cope with inadequacies in her own language skills might interfere with the time she is able to dedicate to her students or even impact her enjoyment of teaching. Laura also observed that time spent with students enables a

teacher to know students, identify their learning styles, and then design lessons to students' best advantage for learning. She added that awareness is also a factor, as a teacher must assess intuitively, whether a concept has been understood. Laura also stressed that being prepared, with lesson plans and all materials at hand, was invaluable as a factor in foreign language teaching. Mary's summary of the important factors in teaching a foreign language emphasized that engaged students were most important in her classroom teaching. She also mentioned use of the target language in teaching, her own proficiency and comfort with using the target language, and review of specific vocabulary. David included the same factors, but added that everything necessary must be done to ensure that students understand the material, even if this means explaining in the native language. He also proposed a general increase in use of the target language for instruction over the course of the semester.

As mentioned, the most important factors identified in teaching a foreign language by the participants were the level of a teacher's target language skills, the use of the target language for instruction, organization and preparation, time spent learning about one's students, awareness of teaching effectiveness, student understanding of the material, and student engagement in instruction. Were these judgments gained in the participants' own language learning experience? Were they taught as essential factors in a teacher preparation course? Were they perceived after a student teaching experience? How did they learn to value these factors? What changes in their teaching accompanied changes in the perceived importance of these factors?

3.8 Target Language and Target Culture in Foreign Language Teaching

The participants' shared thoughts about a connection between the target culture and target language in teaching foreign languages concerned the importance of teaching foreign language in the target language. At first, the researcher inferred that the similarity was because the participants shared views acquired in the same foreign language teacher preparation program. However, another possible implication is that the student teachers, as second language speakers, shared an understanding of what it means to speak, think, and dwell in a foreign language. Conventions and expression of meaning used in the target language are tied to the "different" schema and cultural realities of the target language. What is the nature of speaking, thinking, and dwelling in a second language?

All three student teachers perceived that teaching the target culture is implicit in teaching the target language and viewed the two as inseparable. This may be because the target language and culture are owned through the student teachers' personal experiences of language learning. Klein (2004) proposed that development of teachers' culture pedagogy derives from the teachers' own language and culture experiences. What does culture mean to these teachers, and how have they gained this second language cultural awareness? What is the nature of teaching while speaking, thinking, and dwelling in that second language?

The student teachers in this study all agreed that teaching a target language encompasses teaching the culture. David added that effective teaching of the target culture is dependent upon the target language proficiency of the teacher. An implication is that these foreign language student teachers recognized an allied importance, an embeddedness of the L2 cultural literacy within the target language skills. If so, what level of cultural literacy, and composed of which criteria, constitutes an adequate level for teaching? Furthermore, what level of language proficiency provides sufficient insights for the cultural literacy required to teach a foreign language? Is cultural literacy a necessary accompaniment for language proficiency? Can a language teacher speak a language proficiently, not be culturally literate in the language, and be a successful foreign language teacher? These questions sit squarely at the intersection of the fields

of foreign language education and second language acquisition and form the basis for much “chicken-or-the-egg” discussion among foreign language educators. The study of linkage between culture and language is not to identify and analyze in order to separate the two and assign priority seating, but to better inform how language and culture function so that they can be transmitted most effectively to students.

3.9 Importance of Teaching in the Target Language

An examination of the background information indicated that all three participants felt that it is critical to teach the foreign language in the target language as much as possible. They believed that through the use of the target language in the classroom, a foreign language teacher demonstrates not only the grammar, vocabulary, syntax, and phonology of the language, but also appropriately transmits cultural nuances, or sub-textual meaning, encountered in using the target language.

Mary pointed out that use of target language skills at lower levels requires patience and perseverance in its use in the classroom in order for students to understand, use, and be engaged with learning the language. Laura commented that student engagement in learning the language is the most important element in her classroom teaching, but also emphasized use of the target language in teaching and her own comfort with using the target language. David, following modeling by his cooperating teacher, went so far as to say that clarification or explanation in English may be necessary at the lower levels of target language learning in order to ensure student understanding. However, teaching in the target language is essential for students to acquire the language. The student teacher’s comment that ensuring student understanding is important begs an important question: Is understanding by a student more important than preserving a dictum of “target language only” in the language classroom? Should we prescribe “target language only” when we know that each individual student learns in a most unique fashion and may need understanding at a critical time to facilitate learning?

This issue of teaching in the target language is also important to the discussion of the choice of a native speaker teacher or a non-native speaker. Should the question of which is better be answered unequivocally, with any native speaker flatly considered superior to a non-native teacher of a L2? Would a native speaker always be preferable due to an imbalance in the understanding of L2 culture? David insisted that even though teachers must have notable language skills and attendant cultural knowledge, a pedagogical education is necessary to prepare a teacher candidate as an effective foreign language teacher. Would it be prudent for language teachers to consider the success of learning in other academic fields where professors who are knowledge holders and in their fields routinely teach classes about their subject with little pedagogical preparation? What are the essential factors to best prepare teachers who will teach students to be creative and make meaning in a second language?

4. Conclusion

The students of today challenge us to be not only knowledge holders, but transmitters of L2 knowledge, skill, and culture that compete with many distractions as our societal technology progresses. The teaching of a foreign language from within an L2 cultural identity is a realistic experience for our students, and gives them the opportunity to use language authentically. The questions can surely be asked, “Could study of the meaning in personal reflection promote L2 *and* teacher identity development for second language teachers, assisting them to be more than

mere L2 knowledge transmitters?" or "Can reflection, in an exploration of meaning, promote teaching a language from *within* an L2 cultural identity to minimize teaching in L1 *about* L2?"

Although many of these questions may already have been examined using other tools, this study suggests that the use of discourse analysis to tease out the sub-textual meaning in communication by teachers may shed additional light on the purpose and meaning in teachers' discourse and thus provide greater insights into the existence and function of cultural subtexts in foreign language teaching.

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Appendix A – First Interview Questionnaire (Study)

Background and Identity

1. Can you tell me a bit about your personal identity....If you had to describe yourself, how would you describe yourself? Who is _____?
2. Can you tell me about your own early language learning experience and make comments about how your classroom learning took place?
3. Do you have any perceptions to share about your own language teachers? Any role models?
4. Have you had any overseas study abroad experience? Describe.
5. Can you tell me about how you perceive your foreign language is related to your identity?
6. Tell me about yourself as a professional and the teaching identity you are creating.
7. Can you briefly summarize your FL teaching philosophy?
8. Can you tell me, or estimate where, on the ACTFL scale, your foreign language skills fall?
9. How do you perceive that teaching target language and target language culture are related?
10. What is your perception of these descriptions of a FL teacher: a foreign language speaker who is pedagogically skilled, or a language teacher who transmits a foreign culture? Explain? Do you see any similarities or differences?

Language Philosophy

11. What are some of the factors that you see affecting your ability to teach in the target language?
12. On a scale of 1 to 10, 1 being use of native language and 10 being sole use of the target language, what number represents your goal for the use of the target language in your teaching?
13. Can you contrast how you feel when teaching L2 in English or teaching L2 in the target language? What is different?

Pedagogical Models

Let's talk about becoming a foreign language teacher and the role of journaling.

14. What tells you that you are becoming a member of the FL teaching community? Can you talk about both external and internal indicators?
15. What shows you that you are becoming a member of the teaching community? Can you talk about both external and internal indicators?
16. Can you talk about any differences in becoming a member of the general teaching community as opposed to becoming a member of the foreign language teaching community?
17. Can you share your thoughts about the role of professional teacher language in becoming a member of these communities?
18. Please tell me about your journaling and the use of professional language.

Appendix B – Second Interview Questionnaire – David [D]

Review of Journal Entries

Now it is time for you to talk to me about some of the journal entries you have shared with me.... I will first ask you to just tell me about the situation that you have written about. Next, I may ask you to clarify your meaning, or to explain the sense of what you have written about. I'll tell you about the meaning I have understood ask you to tell me if you feel I have misinterpreted your meaning or that you agree with something. Do you have any questions?

David reads Instances of Situated Meaning:

1. Identity

During this time of research for the students I have been walking around the computer lab and helping students with any questions they have as well as helping [CT] make sure the students are on task in the computer lab. I have really enjoyed that because it has allowed me to interact with the students some and earn some credibility with them. I have been able to show them not only that I have content knowledge, but also that I am an authority figure who is there to make sure they do the work. The latter, even if only for four days, has been very important to me because I tend to be a very non-confrontational person and discipline is something I'm going to have to work at. And part of it for me is learning that not every form of discipline is going to create a major problem. [DC01-1928]

QI. What identity or identities are you enacting with this language that you are using here? What are you trying to show your supervisor?

[Interviewer reads interpretation] My interpretation is that you are demonstrating to your supervisor that you are establishing a teaching persona with your students and that you are growing in your classroom management.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: Can you tell me why you feel discipline is important to you and what you feel it will accomplish for you?

2. Activity

As I've mentioned in previous journal entries, the Spanish 4 classes have been working on a project on Spain during the first three weeks of student teaching. This was really my first opportunity to be in front of the class for the Spanish 4 students. The students were reviewing for the test they are having on Monday on the topics they covered in their projects. So I had to talk to the class about the format of the test and then help them while they reviewed study guides for the majority of the period. I was really glad to get a chance to show these students that I could lead the class and speak in Spanish, since I had never done that for them. I will admit, however, that my knowledge of the particular cultural subjects being covered on the test is not my forte. The test is over all of the autonomous communities of Spain. I have spent time in Spain but I do not have the knowledge about all of the autonomous communities like my CT does. This made it a little difficult for me at times to answer their questions and I was a little concerned that I did not help them as much as I would have liked to. I'm taking this as a lesson though in that you should never plan a project over something you are not very familiar with.

[DC03-2039]

QA. What activity or activities is this piece of language being used to enact (i.e. get others to recognize as going on)?

[Interviewer reads interpretation] I believe you are expressing your reservations about teaching culture and the need to know your content matter for each lesson.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: What beliefs are you revealing here about being a “good teacher”?

3. Identity

One thing I did think I did very well was manage the class. There are a few rambunctious student in that class and I think I did a good job of keeping students on task and making sure there were no out-bursts. These students also tried to pack up and line up at the door about 30 seconds before the bell rang and I got them back in their seats very well. It was very nice to know that THEY LISTEN TO ME even when [CT] is not there.

[DC03-3844]

QI. What identity or identities is this piece of language being used to enact for your supervisor (i.e. get others to recognize as operative)?

[Interviewer reads interpretation] I believe you are demonstrating your competence in classroom management to your supervisor and emphasizing that you are evolving in your ability to run the class when the CT is not present.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: What beliefs are you revealing here about the importance of classroom management?

4. Politics

[CT] had told me that while introducing completely new material, that can not be described and understood if taught in Spanish, she will speak in English some just to make sure. I actually completely agree with this theory so I used it myself. It was

interesting though because I am speaking about 99% or more of the time in Spanish on a normal day. This was I think some very good practice for me in teaching in English. I know it sounds weird but I have had literally no practice at teaching in English and I was slightly uncomfortable doing it and would often get back into Spanish and have to remind myself that they really need to get this.

[DC03-4857]

QP. What perspective about language teaching are you using to communicate as “normal,” “right,” “good,” or “correct”?

[Interviewer reads interpretation] I believe you are demonstrating your awareness that students may need to use native language for understanding. You are also demonstrating open-mindedness for your supervisor and that you understand some adjustment of your attitudes may be necessary for the good of your students.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: What beliefs are you revealing here about the importance of use of the target language in the classroom?

5. Connections

I feel like in my past lessons I have neglected practice on writing, or at least going over writings in front of the class to check for accuracy and spelling. I think it's important that we go over the writings, not only orally, but also on the overhead where they can see things spelled and put together correctly, and I'm going to try to do this a little more. This is because on the most recent test I noticed a few too many spelling errors. I'm excited to see how next week's lessons go and to make improvements for the next week.

[DC05-2330]

QC. How does this piece of language connect or disconnect things from the past to the present; how does it make one thing relevant or irrelevant to another?

[Interviewer reads interpretation] I believe you are describing a growing awareness that students may need to have visual support to be able to spell better, and that you perceive a link between visuals and writing.

So I have correctly interpreted your journal writing in the sense that you intended?

Follow-up: What changes will you make in your lessons to better support spelling in the target language?

6. Significance

I will admit that having a snow day last week was a little tough for me. I felt like the whole week was planned well and it threw me off a little bit. Obviously lesson plans are always changing, but I had never had to deal with losing a whole day. I felt that it was good practice for me to have to deal with losing a whole day because things are always unpredictable in teaching and we must always be prepared. And really I realized that it was not the biggest deal after all to just move things back and switch a few things around.

[DC05-4249]

QS. How is this piece of language being used to make certain things clear or significant or not, and in what ways?

[Interviewer reads interpretation] I believe you are grappling with what it means to your planning when a day is lost due to school closing.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: What might losing an entire day mean for your students over the course of the semester? What other circumstances might cause you to experience such alterations in your planning?

7. Identity

I also want to stress that these were some difficulties I faced this week, but it's not as if I was freaking out, but rather just dealing with some of the stresses that any teacher will face. I was very happy I got through it and realized that I can do these things, even in one night, when necessary.

[DC06-4650]

QI. What are you representing to your supervisor is happening using this language?

[Interviewer reads interpretation] My interpretation was that you feel you have been tested as any teacher will be, and that you have been satisfied with your response.

Member Checking: Have I interpreted your writing as you intended?

Follow-up: What would you say this language says about your evolution as a teacher?

8. Relationships

I also wanted to let you know that I have been implementing the strategies we talked about to make transitions a little smoother, and it's definitely working!

[DC06-6567]

QR. What sort of relationship with your supervisor is this piece of language seeking to emphasize?

[Interviewer reads interpretation] I interpreted this to mean that you are sharing your recognition of the value of collaboration with your supervisor.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: What does the ability to successfully transition afford you in your teaching?

9. Identity

I also believe that my first lessons are going much better. I think I have mentioned in previous journals that I sometimes feel as though the second sections go a lot better than the first. And of course the second lesson probably will always go a little better due to reflection and adjustments that are made, but I had felt that the difference was too great. Over the last several weeks I have noticed a gradual change in how well the first lessons go. So this past week I really noticed that the first lessons were going very well, just like the second lessons do. I don't really know exactly what the reason is for the improvement, but I'm thinking it's probably due to gaining experience and becoming better at lesson planning in general. [DC07-0716]

QI. What are you trying to make apparent to your supervisor with the language you are using here?

[Interviewer reads interpretation] I believe you are expressing awareness that there is a connection between repeating a lesson and improved performance.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: Would you have any statement about the relationship between reflection and adjustment in lessons that you have experienced?

10. Activity

We had just finished a chapter so kind of as a culminating activity I assigned my first orals, which they presented on Friday. Every student got a partner and they were given a lot of "creative freedom" (so long as it was appropriate) for the topic of their presentation. The only requirements were that they use 20 vocabulary words from the chapter and five direct object pronouns and four affirmative commands. They loved it and also were very excited to work on it in class and they used class time very well.

[DC09-2530]

QA. What are you attempting to get your supervisor to recognize is going on here?

[Interviewer reads interpretation] You are describing student learning that you perceived occurring because you allowed creativity in this activity.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: Can you describe the link you perceive between creative freedom and learning for students?

11. Activity/Politics

Another thing about the Spanish IV class is that they have no book. So I have to create lots of activities from scratch for them to do. I really enjoy making my own activities because it really allows me to focus on and highlight the specific points I am trying to get across. The only downside is that I have more work to do, but at least it's fun work.

[DC010-2831]

QA. 11. What specific aspects of your teaching are you trying to get your supervisor to see here?

D. I am trying to get her to see my creativity a little. My creativity to make a lot of my own communicative lessons, or whatever type of lessons they may be. I am also trying to let her to see that I am capable of doing it. I have the capability, and also I *am* doing it. The main thing is that I wanted her to see that I also *enjoy* it. I really enjoy it. (D)

Member Checking – Fit of Interpretation to Intention

[Interviewer reads Interpretation:] “My interpretation here is that you enjoy the freedom to direct students learning that results from the lack of a guiding text. This may be due to a shared piece of pedagogical knowledge that textbooks can be limiting or it may be due to experience. Have I correctly interpreted your journal writing in the sense that you intended?”

I do *not* believe that textbooks are limiting. I believe that you *should*...I mean they *can* be limiting, but I believe textbooks can be extremely useful. They *should* be used. I *do* believe that. You have to supplement textbooks with your own things, with your own activities. I do think, especially for the lower levels, as a guide for them. (D)

Follow-up Question:

“Do you see any relationship between the lack of a textbook in this situation and the role of curriculum planning for foreign language learning?”

Teachers themselves have a lot more personally to do with curriculum planning when the textbook is not used. That’s one of the great things I experienced with Spanish IV. They go by what they want to do, by what they have discussed. At my school, they are not guided by a book. We are never going page by page by the textbook. They have a guide for curriculum, but they have been together for fifteen years and have a lot of materials developed. (D)

19. QP. What teaching attitude is this piece of language used to share with your supervisor?

I think, and this is true, here I am definitely showing it in my writing...I really *enjoy* doing this. I really *enjoy* do what I do in teaching and creating activities. I am showing an attitude that is very *positive* about what I do. It is also a very hardworking attitude, too, I think. (D)

Member Checking – Fit of Interpretation to Intention

[Interviewer reads Interpretation:] “My interpretation is you are now at a point where you can begin to tailor classroom activities to the method and teaching strategies with which you feel most comfortable. Have I correctly interpreted the journal entry correctly?”

Yes, this is true. I am comfortable and feel more competent in the classroom now and so I suppose this does contribute a great deal to my enjoyment of teaching. I am also able now to pick out better which students will learn best from which activities, so I can adjust them for that, too. (D)

Follow-up Question:

“Is it helpful to think about your reflections and monitor your successes in this student teaching process?”

D. Of course. I wish I had had time to do more of this reviewing. I can see my snags now and how I resolved them, and I can also see how I have improved...just really great to look at these and tell you about what I have written and all the little details I might not have gotten down so well.

13/14. Identity/Relationships

I also have an update on my interview status. I got a call back! They want me to film myself teaching so I'm going to be doing that on Monday and sending it to them. I'm kind of nervous but I think I'm ready and as prepared as I can be....and not to sound like a teacher or coach (wink)....all I can do is give it my best shot and see what happens.

[DC10-4144]

13. QI. How is language used here to present information about your identity now as a teacher?

D. As far as it goes as a teacher, I am ready. I am starting a job search. I am *ready* for that next step. Also, I am *prepared*, I am as prepared as I can be. I am *happy* with where I am at, as a teacher. I am *always* looking to improve, but I am *happy* with where I am right now.

[Interviewer reads interpretation] I see you as celebrating success in becoming a teacher, as evidenced by the fact that a school district has given you a second interview. I also see you as connecting with your supervisor, musing that you, the student, are about to step into the positive support role a teacher plays.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: How are you consciously adopting the behavior you believe a teacher should model through the language used here?

I also have an update on my interview status. I got a call back! They want me to film myself teaching so I'm going to be doing that on Monday and sending it to them. I'm kind of nervous but I think I'm ready and as prepared as I can be...and not to sound like a teacher or coach (wink)....all I can do is give it my best shot and see what happens. [DC10-4144]

14. Relationships. How is language used here to underscore the relationship you have with your supervisor?

Identity

I also feel that I'm continuing to improve on some of the things I have been trying to. I feel as though I've been showing more of my personality while I teach. Part of this is because I feel so much more comfortable in front of the classes now. The truth is I've usually felt very comfortable while teaching during student teaching, but this week I could see that I really began to feel even more comfortable to the point I don't even have to think about it. [DC12-1419]

15. QI. What is this piece of language intended to get your supervisor to realize about you?

[Interviewer reads interpretation] I think you are showing your supervisor your growing confidence and ability to relax in the classroom.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: Would you describe the "it" that you don't have to think about any longer, and will "it" not be a feature for thought or reflection in the future?

16. Activity

They read one episode a night, which is just about a page or two, but I have them write the name of the episode on the top of the page (it's amazing how many of them wouldn't look at the episode's title) and then they write the vocabulary as a pre-reading activity. I think giving the students some pre-reading strategies like this can help them understand better. So with these strategies in place, as well as not assigning too much reading per night, helps the students understand and, therefore, wanting to read more. This helps class time, when we discuss the reading, go much more smoothly.

[DC13-1723]

QA What activity or activities is this language describing?

Q. The activities that you are getting your students to do are a little bit more than reading. You are wanting them to *do* something with the knowledge from the reading?

[Interviewer reads interpretation] My interpretation is that you have found a way to help students organize their learning so that it is more effective for them, through implementation of a vocabulary identification strategy.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

Follow-up: Can you describe how the use of the episode's title might assist the students in making their learning more successful?

Reflection in Journaling

Let's finish up by talking about your reflection and the talking you and I have been doing together. Do you have any questions for me first?

1. Have you been able to go back and read your journal entries?
2. What do you think the role of reflection in your journal has been for your learning to be a teacher?
3. Is this discussion that we've had about journal entries helpful or beneficial to you?

Appendix C –Transcript of Final Interview– David [D]

Review of Journal Entries

Now it is time for you to talk to me about some of the journal entries you have shared with me.... I will first ask you to just tell me about the situation that you have written about. Next, I may ask you to clarify your meaning, or to explain the sense of what you have written about. I'll tell you about the meaning I have understood ask you to tell me if you feel I have misinterpreted your meaning or that you agree with something. Do you have any questions?

David reads Instances of Situated Meaning:

1. Identity

During this time of research for the students I have been walking around the computer lab and helping students with any questions they have as well as helping [CT] make sure the students are on task in the computer lab. I have really enjoyed that because it has allowed me to interact with the students some and earn some credibility with them. I have been able to show them not only that I have content knowledge, but also that I am an authority figure who is there to make sure they do the work. The latter, even if only for four days, has been very important to me because I tend to be a very non-confrontational person and discipline is something I'm going to have to work at. And part of it for me is learning that not every form of discipline is going to create a major problem. [DC01-1928]

QI. What identity or identities are you enacting with this language that you are using here? What are you trying to show your supervisor?

D. Mainly I am trying to show, I am just trying to show her how things are going after the first couple few days of student teaching. I am also trying to let her know I think mainly that this is a *weakness* for me, its something that I would be a little bit uncomfortable with, in that when I am talking about *management*, I am a very non-confrontational person and things like that, and how I think. Like I said, even this first little bit of it, learning to do some of these things....And learning that not every part is a huge deal. That's really what I am trying to show my supervisor that it's a weakness that I have, or it is something that I am kind of uncomfortable with.

Q. You are showing what kind of development here?

D. My management identity, definitely, this would be.....

Q. And teaching development as well??

D. Definitely.

[Interviewer reads interpretation] My interpretation is that you are demonstrating to your supervisor that you are establishing a teaching persona with your students and that you are growing in your classroom management.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yes, you have said it very nicely!

Followup: Can you tell me why you feel discipline is important to you and what you feel it will accomplish for you?

D. Well, I think discipline, or management is extremely important in the classroom, because it helps the class run smoothly. It allows the students to really get the most out of the class if they are paying attention

to what you are doing, which it is very informative. It helps me get through my lessons and cover what I want to, and it provides equal opportunity because every student is getting an opportunity to listen and be heard when they wish to speak. But no, I think it is really very important.

2. Activity

As I've mentioned in previous journal entries, the Spanish 4 classes have been working on a project on Spain during the first three weeks of student teaching. This was really my first opportunity to be in front of the class for the Spanish 4 students. The students were reviewing for the test they are having on Monday on the topics they covered in their projects. So I had to talk to the class about the format of the test and then help them while they reviewed study guides for the majority of the period. I was really glad to get a chance to show these students that I could lead the class and speak in Spanish, since I had never done that for them. I will admit, however, that my knowledge of the particular cultural subjects being covered on the test are not my forte. The test is over all of the autonomous communities of Spain. I have spent time in Spain but I do not have the knowledge about all of the autonomous communities like my CT does. This made it a little difficult for me at times to answer their questions and I was a little concerned that I did not help them as much as I would have liked to. I'm taking this as a lesson though in that you should never plan a project over something you are not very familiar with.

[DC03-2039]

QA. What activity or activities is this piece of language being used to enact (i.e. get others to recognize as going on)?

D. Well, I think that the main thing I am trying to get across here, is that I had to teach the class one day when my CT was gone, about these autonomous communities in Spain, which I did not have much knowledge about. I am not an expert. So, I think for any teacher, anybody, and really what I was trying to get across to myself, is that you want to make sure you are "an expert" (makes quoting motion), what you are teaching, or at least have much more knowledge of what you are teaching the students, at least have much more knowledge than the students do, so that you are able to help them. It speaks to being really prepared as a teacher. In everything that you are going to be teaching, whether it be grammar or culture, you want to make sure that you are able to answer questions, that you have some knowledge, that you can speak intelligently about the topic. This was one thing where I, you know I had only been there three weeks? I couldn't get all this knowledge in three weeks, you know. My CT had been doing this, you know, for twenty years. I think that is something I will have to work on, in anything that I teach, to make sure that I know a lot about it, that I am an expert in it.

[Interviewer reads interpretation] I believe you are expressing your reservations about teaching culture and the need to know your content matter for each lesson.

D. Yeah, yeah.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. For the most part, I don't think I have any hesitation about teaching culture, in general. I *do* have hesitation about teaching culture that I am not familiar with. Like when I did my Venezuela unit, I was extremely comfortable teaching that culture, because it is something I know very well. I do agree with you about the latter part of what you said.

Followup: What beliefs are you revealing here about being a "good teacher"?

D. I am going to repeat myself a little bit. What constitutes a good teacher is being very well prepared to teach and being very knowledgeable about your content area.

3. Identity

One thing I did think I did very well was manage the class. There are a few rambunctious student in that class and I think I did a good job of keeping students on task and making sure there were no out-bursts. These students also tried to pack up and line up at the door about 30 seconds before the bell rang and I got them back in their seats very well. It was very nice to know that THEY LISTEN TO ME even when [CT] is not there.

[DC03-3844]

QI. What identity or identities is this piece of language being used to enact for your supervisor (i.e. get others to recognize as operative)?

D. I am trying to get her to see that I am, that some of the reservations that I had about management are not valid, that it is not as difficult as I thought it was going to be to manage a class. I *can* get them to listen to me, that they *do* look at me as an authority figure, or someone that they WILL listen to, as you can see by what I have written here... they listen to me, in caps. I think that's what I am trying to get across: that I am learning to manage.

[Interviewer reads interpretation] I believe you are demonstrating your competence in classroom management to your supervisor and emphasizing that you are evolving in your ability to run the class when the CT is not present.

D. Exactly.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yes. Very well.

Followup: What beliefs are you revealing here about the importance of classroom management?

D. Here there are several parts. One of them is about during the class, and one is about the very end of class. It is about having an orderly classroom. You don't want to have like a drill sergeant approach, but you want to have an orderly classroom where the kids are on task. Even when you only have thirty or forty seconds left of class, you don't really want them to just stop, because the lesson may stop a minute early, and I think that if you give the students a minute, or any time to think about other things, things can get really loud. Sponge activities can be really great here.

4. Politics

[CT] had told me that while introducing completely new material, that can not be described and understood if taught in Spanish, she will speak in English some just to make sure. I actually completely agree with this theory so I used it myself. It was interesting though because I am speaking about 99% or more of the time in Spanish on a normal day. This was I think some very good practice for me in teaching in English. I know it sounds weird but I have had literally no practice at teaching in English and I was slightly uncomfortable doing it and would often get back into Spanish and have to remind myself that they really need to get this.

[DC03-4857]

QP. What perspective about language teaching are you using to communicate as "normal," "right," "good," or "correct"?

D. Well, my own personal theory ... what is right is to teach in the target language as much as possible, but I do not think this should be a rule to teach in the target language only, all the time. Because the main goal is for students to understand what is going on, in order for them to learn the language. Here I am saying, that, at times, English *does* need to be used in order for them to understand. Especially with some very difficult grammar points that *must* be explained, in my opinion, somewhat in English, in order for them to

understand what they are hearing. They are always going to relate it back to English, in some way, because that is their native language.

[Interviewer reads interpretation] I believe you are demonstrating your awareness that students may need to use native language for understanding. You are also demonstrating open-mindedness for your supervisor and that you understand some adjustment of your attitudes may be necessary for the good of your students.

D. Yes.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. I think that is a very good interpretation. I think it is all about doing what works for the students.

Followup: What beliefs are you revealing here about the importance of use of the target language in the classroom?

D. The use of target language is extremely important and must be a priority. However, there are times that the native language has to be used for clarification.

5. Connections

I feel like in my past lessons I have neglected practice on writing, or at least going over writings in front of the class to check for accuracy and spelling. I think it's important that we go over the writings, not only orally, but also on the overhead where they can see things spelled and put together correctly, and I'm going to try to do this a little more. This is because on the most recent test I noticed a few too many spelling errors. I'm excited to see how next week's lessons go and to make improvements for the next week.

[DC05-2330]

QC. How does this piece of language connect or disconnect things from the past to the present; how does it make one thing relevant or irrelevant to another?

I think, that part of it is, is understanding how students learn and the many different ways that they can be learning. There are many different ways you can get them to be learning. There are many different ways that students can be learning. Students learn in many different ways. In the foreign language classroom, that there are many ways you get them to learn, whether it be speaking, listening, writing. Since I know, since I was so into the oral communication early on, I was so into that, that I think I neglected the writing, practicing the writing. But I think here, you are seeing that I noticed from my own test, that I had made and administered, that I realized that the spelling was not up to par of what it should be for Spanish II honors students. You can still mainly focus on communication, but also not be neglecting things.

Interpretation: I believe you are describing a growing awareness that students may need to have visual support to be able to spell better, and that you perceive a link between visuals and writing.

D. Yes.

So I have correctly interpreted your journal writing in the sense that you intended.

D. [Nods].

Followup: What changes will you make in your lessons to better support spelling in the target language?

D. Well, I think I have already been doing this, since this writing. I think I remember writing this a long time ago. I really do like to see these. When I go over homework now, more I often I go over it on the board, so they can see it correct. I have them do more writing activities in class, or like for homework, that I will *collect*

and then grade for them. Granted, it takes a little bit more work for *me*, but I think it really helps *them*. And it helps to stress the spelling, right as I am up there writing, right as I am going over the work on the overhead, I will stress for them to be checking their spelling and that these things are really important. You know, I've noticed that it's a lot better, much better for most students, after that. I guess that little extra effort in that area has helped a lot.

6. Significance

I will admit that having a snow day last week was a little tough for me. I felt like the whole week was planned well and it threw me off a little bit. Obviously lesson plans are always changing, but I had never had to deal with losing a whole day. I felt that it was good practice for me to have to deal with losing a whole day because things are always unpredictable in teaching and we must always be prepared. And really I realized that it was not the biggest deal after all to just move things back and switch a few things around.

[DC05-4249]

QS. How is this piece of language being used to make certain things clear or significant or not, and in what ways?

D. I think I was saying here that, at the time, I thought losing the snow day was a big deal. That it really, you know, losing a whole day that I had planned, I thought it threw me off, I thought it was really gonna throw things off. I was, like, how are we gonna get through this, how are we gonna get through that? You always know that in teaching, things are gonna... You can't plan anything *perfectly*, but I guess you always know, well, I might not make it through this lesson, or I might have to add on something if the kids start learning it really quickly. But as far as losing a whole *day*, I'd never gone through *that* before. Like I said, I realized that it really wasn't that significant. I switched a few things around, but it still worked out great. You know, one day out of a hundred eighty five, its not gonna make or break the year.

[Interviewer reads interpretation] I believe you are grappling with what it means to your planning when a day is lost due to school closing.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yeah.

Followup: What might losing an entire day mean for your students over the course of the semester?

D. I *do* think they can lose *something* from a day, but I don't really feel they ... I *don't* think losing one day is going to affect the students' learning throughout the semester. You can make up that day by stretching different things, or by switching around the activities. You are going to lose a couple of activities, but I don't think they are going to lose any other, you know, *Spanish potential*, for Spanish learners. I find that really hard to believe that that would really affect them a lot. IF you plan things right and get things back into a good order and get things fixed up. I do *not* believe it will affect them.

What other circumstances might cause you to experience such alterations in your planning?

D. Well, I've definitely think I have dealt with a lot of these, I mean, a lot of them don't have to do with missing days, but I *have* planned a few activities that haven't gone well, or that have been *too* difficult for the students, maybe, or too easy for them. I've had to adjust them. I've had to adjust them on the fly, *Okay, we're going to do this*, or I've had to adjust them for the following periods, or go back and clear something up the next day. It not the end of the world. You'd like to get it right every time, but it's never gonna happen. That's part of the fun and the challenge of it all.

7. Identity

I also want to stress that these were some difficulties I faced this week, but it's not as if I was freaking out, but rather just dealing with some of the stresses that any teacher will face. I was very happy I got through it and realized that I can do these things, even in one night, when necessary.

[DC06-4650]

QI. What are you representing to your supervisor is happening using this language?

D. This is when I basically...this is the end of a journal entry. I am showing here that I have faced some stresses, some difficulties, and I *can* get through them. You know, I can face the challenges and get through them. Despite the fact this was a very stressful night, but I learned I *could do it*. I *could* plan a whole week in one day, and one night, if possible. Since that night, my planning has become so much easier. My planning ...it is so much easier to think about how I can plan a whole week. That night really helped me because I really had to rush it. I really had to get it all done and I really wasn't *possible* to rush. I had to be very organized. Now I can do it and see how the week goes and I really stress about the planning, *at all*. It was a very good night, even though it was a very difficult night.

[Interviewer reads interpretation] My interpretation was that you feel you have been tested as any teacher will be, and that you have been satisfied with your response.

Member Checking: Is that okay?

D. Ummm hmmm. [Nods]

Followup: What would you say this language says about your evolution as a teacher?

D. As I developed as a teacher, I learned that you *are* going to come across these times when you are teaching. There are some *very* stressful times. There is *so* much to do and very little time. But you really can do it. You just can't allow yourself to get too overwhelmed and you just do it. We *know how* to do this. I know how to do this, I've done this, you just gotta do it.

8. Relationships

I also wanted to let you know that I have been implementing the strategies we talked about to make transitions a little smoother, and it's definitely working!

[DC06-6567]

QR. What sort of relationship with your supervisor is this piece of language seeking to emphasize?

D. I think it is definitely emphasizing that I *enjoy* the fact she is willing to help me and give me advice. I *respect* that she has more experience and she knows more about teaching a second language than I do. There's also ...we have a very friendly relationship. I think I showed some of this and even a little bit of excitement, with the exclamation point. But we get along great.

[Interviewer reads interpretation] I interpreted this to mean that you are sharing your recognition of the value of collaboration with your supervisor.

D. Yes, Um hmmm.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yes.

Followup: What does the ability to successfully transition afford you in your teaching?

D. I really think you can get a lot...first of all, you get *time*, you get some time, which is really important, because transition time can often be very difficult. Especially, in the *way* that she told me to do transitions, because you are not only losing time...you are like gaining time, but the students are *learning a routine*, in the same sense, that this is how we are going to be. Transition time, when we switch, is not going to mean that everyone can start talking, or that we are going to lose a *minute and a half* every time we transition. Not only are you gaining more time for teaching, which is always important, but the students are learning that this is how it is going to be, and that every day you are going to tell them, get your materials out, and then we just use them. They are right there when we need them. But those are the two great things...you get the time and the kids are learning their routine. Learning what is expected, really.

9. Identity

I also believe that my first lessons are going much better. I think I have mentioned in previous journals that I sometimes feel as though the second sections go a lot better than the first. And of course the second lesson probably will always go a little better due to reflection and adjustments that are made, but I had felt that the difference was too great. Over the last several weeks I have noticed a gradual change in how well the first lessons go. So this past week I really noticed that the first lessons were going very well, just like the second lessons do. I don't really know exactly what the reason is for the improvement, but I'm thinking it's probably due to gaining experience and becoming better at lesson planning in general. [DC07-0716]

QI. What are you trying to make apparent to your supervisor with the language you are using here?

D. This is written after several weeks of teaching and I think I am trying to make it apparent to her that I'm learning from experience, having taught a lot, to really make the first lessons *better*. And I do believe what I wrote in here that, practiced second lessons are always going to go *a little better*, just a little better, because of the reflection you are doing, because you *can* always adjust something for the second lesson and teachers are *supposed* to be adjusting, even if it is a balanced lesson, just a very little better. I think that second lessons always go probably a little bit better. I'm showing her that, from the first, I am learning how to make the first lessons go better. When I first started out, I would notice that the first lesson would go *okay*, and then the second lesson would be very good. Now they are both very good and I think they can both be very, *very* good lessons. Not that every day is going to have a *very good* lesson, but...I am showing that I am able to make *both* lessons be very good.

[Interviewer reads interpretation] I believe you are expressing awareness that there is a connection between repeating a lesson and improved performance.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yes.

Followup: Would you have any statement about the relationship between reflection and adjustment in lessons that you have experienced?

D. From reflecting, and I am always reflecting, no matter what I am doing, I am always thinking, maybe this could have been done better this way, maybe this would have gone better that way. Then you make the adjustments to try and make it better. But you can't adjust without reflecting first, or at least you can't adjust well, or correctly, without reflecting first. And that's a simple relationship. You have to reflect on it first.

10. Activity

We had just finished a chapter so kind of as a culminating activity I assigned my first orals, which they presented on Friday. Every student got a partner and they were given a lot of "creative freedom" (so long as it was appropriate) for the topic of their presentation. The only requirements were that they use 20 vocabulary words from the chapter and five direct object pronouns and four affirmative commands. They loved it and also were very excited to work on it in class and they used class time very well.

[DC09-2530]

QA. What are you attempting to get your supervisor to recognize is going on here?

D. I am trying to show my faith in the students here. How good, how really well they do what they do. I think that's part of it, what *gave* them that creative freedom. I'm also trying to show her *my* excitement for giving the first oral assessments. I mean, my excitement is because I am so into the communicative portion of language learning. I'm also trying to show her here how much the *students* are into it. *They* really like doing oral work and oral practice with the language.

[Interviewer reads interpretation] You are describing student learning that you perceived occurring because you allowed creativity in this activity.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. I definitely think that is applicable here....and really, it was part of *their* excitement had to do with the creative freedom. It was *their* excitement that led to more learning. They were more into it, they didn't just write it down...It was really fun to watch them rehearse them and give them. So what you wrote there is exactly right. They were funny, but they did the work. The creative freedom led to some more excitement for *them* and that led to better learning.

Followup: Can you describe the link you perceive between creative freedom and learning for students?

D. I was thinking that creative freedom motivates excitement, but this doesn't sound quite right to me....maybe creative freedom motivates *learning*????

11. Activity/Politics

Another thing about the Spanish IV class is that they have no book. So I have to create lots of activities from scratch for them to do. I really enjoy making my own activities because it really allows me to focus on and highlight the specific points I am trying to get across. The only downside is that I have more work to do, but at least its fun work.

[DC010-2831]

QA. What specific aspects of your teaching are you trying to get your supervisor to see here?

D. I am trying to get her to see my creativity a little. My creativity to make a lot of my own communicative lessons, or whatever type of lessons they may be. I am also trying to let her to see that I am capable of doing it. I have the capability, and also I *am* doing it. The main thing is that I I wanted her to see that I also *enjoy* it. I really enjoy it.

QP. What teaching attitude is this piece of language used to share with your supervisor?

D. I think, and this is true, here I am definitely showing it in my writing....I really *enjoy* doing this. I really *enjoy* do what I do in teaching and creating activities. I am showing an attitude that is very *positive* about what I do. It is also a very hardworking attitude, too, I think.

[Interviewer reads interpretation] My interpretation here is that you enjoy the freedom to direct students learning that results from the lack of a guiding text. This may be due to a shared piece of pedagogical knowledge that textbooks can be limiting or it may be due to experience.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. I do *not* believe that textbooks are limiting. I believe that you *should*...I mean they *can* be limiting, but I believe textbooks can be extremely useful. They *should* be used. I *do* believe that. You have to supplement

textbooks with your own things, with your own activities. I do think, especially for the lower levels, as a guide for them,

Followup: Do you see any relationship between the lack of a textbook in this situation and the role of curriculum planning for foreign language learning?

D. Teachers themselves have a lot more personally to do with curriculum planning when the textbook is not used. That's one of the great things I experienced with Spanish IV. They go by what they want to do, by what they have discussed. At my school, they are not guided by a book. We are never going page by page by the textbook. They have a guide for curriculum, but they have been together for fifteen years and have a lot of materials developed.

12. Identity/Relationships

I also have an update on my interview status. I got a call back! They want me to film myself teaching so I'm going to be doing that on Monday and sending it to them. I'm kind of nervous but I think I'm ready and as prepared as I can be...and not to sound like a teacher or coach (wink)...all I can do is give it my best shot and see what happens.

[DC10-4144]

QI. How is language used here to present information about your identity now as a teacher?

D. This comment is extremely personal, I think, and it shows a little bit of my personality, here, I think. As far as it goes as a teacher, I am ready. I am starting a job search. I am *ready* for that next step. Also, I am *prepared*, I am as prepared as I can be. I am *happy* with where I am at, as a teacher. I am *always* looking to improve, but I am *happy* with where I am right now.

QR. How is language used here to underscore the relationship you have with your supervisor?

D. I think, more than anything, that we have a good relationship. It's definitely a professional relationship, but a very friendly relationship, with that "wink" in there and all. I consider Liz a friend, even though it is a professional relationship as well.

[Interviewer reads interpretation] I see you as celebrating success in becoming a teacher, as evidenced by the fact that a school district has given you a second interview. I also see you as connecting with your supervisor, musing that you, the student, are about to step into the positive support role a teacher plays.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Yes. It was funny, here I am writing, but I don't want to sound like a teacher "wink"...but I *am*. That's very good. And I didn't mention the excitement, but you can see and *hear* my excitement....I got a call back!

Followup: How are you consciously adopting the behavior you believe a teacher should model through the language used here?

D. I think the main thing I am showing here is the excitement and enthusiasm. I am excited *here* about the opportunity to be teaching. I think teachers should be excited and enthusiastic about what they are teaching and their subjects. I am very enthusiastic about the opportunity. I am excited about it and having real fun while describing it. I figure that these are things you should do while you are teaching, too

13. Identity

I also feel that I'm continuing to improve on some of the things I have been trying to. I feel as though I've been showing more of my personality while I teach. Part of this is because I feel so much more comfortable in front of the classes now. The truth is I've usually felt very comfortable while teaching during student teaching, but this week I could see that I really began to feel even more comfortable to the point I don't even have to think about it. [DC12-1419]

QI. What is this piece of language intended to get your supervisor to realize about you?

D. Part of it is to show that I am *continuing* to improve on some things. Even some things she had noted that she had been really probably impressed about me. I am still trying to improve on those things and its really showing what I am noticing about myself, I think. This is a bit of self-reflection that I am making. Despite the fact that I am always very comfortable in front of the class. Even pretty much from the first day, I have been pretty comfortable, at all times. But this is showing that I am *still* improving and that even late in the game of student teaching, I am still making some of these improvements. I am quite happy about it.

[Interviewer reads interpretation] I think you are showing your supervisor your growing confidence and ability to relax in the classroom.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. Um hmmm. *Definitely.*

Followup: Would you describe the “it” that you don’t have to think about any longer, and will “it” not be a feature for thought or reflection in the future?

D. The “it” for me is just being nervous. When I am think about “it”, also meaning that I don’t have to think about how I am going to act when I am up in front in the classroom. I don’t have to think about exactly what I am going to say all the time, like rehearsing in my head. Like what am I going to say exactly, before I say it. I don’t have to worry about, you know, doing some little things that I would do. Like I used to say “okay”, you know, with a Spanish accent, like fifty times in the classroom. So the kids when they tallied me, I just sort of stopped. The “it” is worrying about how I am coming across, making sure I am speaking clear enough and slow enough. Things like that. Now the main thing I have to think about is *knowing* what I am doing. Like knowing what the lesson is going to be. Like now I can give the lesson easily. I can very comfortably *give* the lesson now. I can comfortably *give* the lesson, but I have to *have* the lesson. So the “it” is just worrying about *how* I am going to be giving the lesson. Like my behavior up in front of the class. I think it will always be there a little bit. You *want* it to be, you *want* to be concerned. You want to be *aware* of how you are acting. I always want to improve on how I come across, and things like that, but it just means that *right now* I am able to do it without really worrying about it, without really thinking about it. But no, I will always be concerned. I hope I will always have butterflies. I am always hoping to be improving that aspect of my teaching, how I am coming across. It’s the same type of thing you get before a tennis match or a football game, the same type of thing. You just get a little excited about it. If it were never like that, it would be boring.

14. Activity

They read one episode a night, which is just about a page or two, but I have them write the name of the episode on the top of the page (it’s amazing how many of them wouldn’t look at the episode’s title) and then they write the vocabulary as a pre-reading activity. I think giving the students some pre-reading strategies like this can help them understand better. So with these strategies in place, as well as not assigning too much reading per night, helps the students understand and, therefore, wanting to read more. This helps class time, when we discuss the reading, go much more smoothly.

[DC13-1723]

QA What activity or activities is this language describing?

D. It is describing pre-reading activities.

Q. The activities that you are getting your students to do are a little bit more than reading. You are wanting them to *do* something with the knowledge from the reading?

D. These are sort of like skills that are supposed to help students with anything they are working on. The strategies that I am giving them....here I wrote they are pre-reading strategies...they can apply them as strategies for any class. Like looking at the title. Some of these are basic, very simple, almost like *life* strategies, in some ways for them. Like, *you have to look at the title before you are going to read something*. If you are going to be reading a chapter for a class, you have to be looking at the title. Things like that...and writing that down. It makes *their* life much more easier. Not only is it a pre-reading strategy, but it helps them get through it better, and therefore, it helps the class go better. It also helps the next day's class go better, because *they* are better able to succeed with their assignments.

[Interviewer reads interpretation] My interpretation is that you have found a way to help students organize their learning so that it is more effective for them, through implementation of a vocabulary identification strategy.

Member Checking: Have I correctly interpreted your journal writing in the sense that you intended?

D. I agree with you, and that's a good interpretation. It's an organizational thing for the students, just as much as a pre-reading thing.

Followup: Can you describe how the use of the episode's title might assist the students in making their learning more successful?

D. If you look at the title, it gives you the focus. It tells you what that chapter is going to be about. The name of the first episode, like "Who is Don Quijote", and then all they do is talk about who he is. It can really give them a huge clue to help them, and if you understand the vocabulary in the title, then you know what to be looking for. It really helps them. And you know, it's only a page, page and a half, and it is difficult for them, so this can really help them.

Reflection in Journaling

Let's finish up by talking about your reflection and the talking you and I have been doing together. Do you have any questions for me first?

[participant shrugs]

1. Have you been able to go back and read your journal entries?

I have NOT been able to go back and read them all. I was hoping to do that at some point. [D]

2. What do you think the role of reflection in your journal has been for your learning to be a teacher?

There is something about writing it down that helps me notice what is happening. Things are so busy, that is difficult to remember everything that is happening. I think that when I go back it will be sort of like keeping a record of what I have done. [D]

3. Is this discussion that we've had about journal entries helpful or beneficial to you?

I think it helps. It *is* helpful for me to see how I have grown in this entire student teaching process. It's good for me to see....I like looking back and remembering how I felt about certain experiences, and how I got through *that*, and it reinforces how I am more successful now as a teacher, than when I wrote some of these things, and it also reminds me that I am still working on some things. It's also very *fun* to look at these things. It is fun to look at these things....it was great experience, sometimes difficult and sometimes *busy* experience, but it was a wonderful and very fun experience. It's almost sentimental to read some of these

things, because they said...I remember that on January 12th at student teacher orientation, that once you get into it, you are gonna hit the ground running and before you know it, it is going to be over.

Obviously, on January 12th, it was hard to believe, but it's true. You do just sort of hit the ground running, and you just go through it. I mean, I am in the phase out period now. I am not even planning or head teaching anymore, so it's like it's pretty much over.

Your questions have been really helpful. I've had a little trouble expressing what I have wanted to say in my writing and your questions helped me *think* about what I intended. I mean, there's not one time when your thoughts were off, in fact your interpretations said it *better*. [D]