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# Foundations of linguistics and identity in L2 teaching and learning: Agency through linguistic enrichment, differentiated instruction, and teacher identity

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## Abstract

Language, procedure, and identity are L2 teaching/learning essentials that may promote agency and stimulate synergies among knowledge, practice, and reflection (Diaz Maggioli, 2014; Duff, 2012). This meta-report presents three studies that collectively advance agency and endorse linguistic foundations as enrichment, differentiated instruction as engagement, and teacher identity as empowerment. All of these theoretical constructs are key to successful L2 teaching and acquisition. Study 1 quantitatively reports on introductory linguistics' presence or absence in 114 master's programs at 54 US institutions. Findings suggest that linguistics' curricular presence is inconsistent and training for optimal impact in the L2 classroom is lacking. Given the discipline's fundamental role in teachers' understanding of language development, grammatical structures, and sociolinguistic contexts (Lucas, Villegas, & Freedson-Gonzalez, 2008), such lapses offer insufficient pedagogic tools and impair the ability to address English learners' (ELs) needs. Study 2 profiles differentiated instruction in integrated classrooms to develop Caribbean Creole ELs' academic writing and language skills. Findings demonstrate that scaffolding academic language and linguistic interventions within pedagogical frameworks with socially-conscious strategies benefit ELs (Salvatori & Donahue, 2012). This study argues differentiated instruction is essential to L2 formal register acquisition and academic success, particularly for urban STEM students. Study 3 qualitatively investigates the use of reflective practices by urban STEM teachers completing an additional ESL Endorsement. Drawing from a combined perspective of identity-in-discourse (Fairclough, 2003) and identity-in-practice (Varghese, Morgan, Johnston, & Johnson, 2005), the study explores how reflective practices embedded in a field experience/practicum impact the professional identity of in-service STEM teachers.

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**Keywords:** First keyword; second keyword; third keyword; fourth keyword; fourth keyword

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## **1. Introduction**

### *1.1. Introduce the problem*

Language, procedure, and identity are essentials in second language (L2) teaching/learning that, with appropriate application, stimulate synergies among knowledge, practice, and reflection for students and instructors, alike (Diaz Maggioli, 2014). More importantly, they promote agency in learners and teachers, which Duff (2012) defines as “people’s ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals, leading potentially to personal or social transformation” (p. 417). The purpose of this meta-report is to present three research studies from varying American university contexts with a common objective: to promote agency and endorse foundational theoretical constructs that advance effective L2 teaching and learning. Using different methods the authors explore successful L2 instruction and acquisition from related vantage points -- what comprises effective L2 teacher education, how informed methodology enhances successful L2 acquisition, and how development of professional L2 teacher identity is achieved via reflective practice.

In study 1, the author quantitatively examines the status of introductory linguistics in the curricula of 114 masters’ level language teacher training programs at 54 universities in the USA. Study 2 presents a qualitative case study of effective differentiated instruction for English learners (ELs) in a New York City university. Study 3 investigates the formation of identity for ESL instructors who are in-service science, technology, engineering, and math (STEM) teachers at urban New Jersey public schools. Each study’s respective Background, Methods, and Results are presented and the article concludes with a synthesized Discussion. Through these studies, we argue that agency is advanced for L2 teachers and learners through:

- linguistic foundations as enrichment for effective teacher education,
- differentiated instruction as engagement for enhancing successful L2 formal register acquisition, and
- teacher identity through reflective practice as empowerment for developing professional personae in practicing teachers of other content areas.

As such, these three elements form a triad of key dimensions required for successful L2 acquisition and instruction in a variety of contexts.

## **2. Three Studies**

### *2.1. Study 1: Linguistics in Master’s Level Language Teacher Training*

Writing for the Center for American Progress, Samson & Collins (2012) found, “There is a sea change occurring in education across the country in the systematic way we

consider what students should be learning and how teachers should be evaluated” (p. 1). The ways that higher education has responded to past and recent economic, social, political, and demographic changes are complex and have not always been forward thinking with respect to what is best for the greatest stakeholders in education, the learners and classroom teachers, themselves. US immigration trends and changing policies (see Borjas, 1999, 2000/2008), federal and state mandates for primary, secondary, and higher education assessment (see Hess & Eden, 2017; Astin & Antonio, 2012), and pressure on public and private university teacher training programs to produce graduates more quickly and in fewer academic credits (see Kramer, 2000; Bok, 2013) are all crises-in-process that create new and unique challenges for developing and maintaining instructional excellence.

According to researchers, a critical gap exists in actual versus required bodies of knowledge for teachers of all grade levels and disciplines, especially those who work with ELs (Genesee, Lindholm-Leary, Saunders, Christian, 2006; Lucas, 2011; Schleppegrell, 2004). Samson & Collins (2012, pp. 8-11) have argued that, to effectively meet the needs of ELs, pre- and in-service teachers for these student populations must have working knowledge of these critical content areas:

- Interlanguage development

Teachers need a foundational understanding of the systematic nature of language, the role of phonetics, phonology, morphology, syntax, semantics as grammatical components, and ways that discourse, language variation, and other communicative elements impact student achievement.

- Differences in register and English as an academic language

Teachers need an understanding of the differences in register and roles of conversational and academic Englishes.

- Cultural diversity and inclusivity

Teachers must understand how L1 and L2 cultures impact EL linguistic development and educational performance. For example, differences in classroom versus home expectations for behaviors, such as making eye contact, using volume and tone of voice, participating in class discussions, and engaging in collaborative and solo work may potentially be at odds for teachers and their students or learners’ families. Instructors must understand and appreciate the cultural backgrounds of ELs, while offering them support and direct instruction in what classroom contexts require for academic success.

In addition to these three content areas, a fourth essential area to consider is knowledge and understanding of literacy in first language/s (L1). How existing literacy skills transfer in acquiring a new language is crucial teacher working knowledge to best

understand how ELs may accomplish reading and writing gains in the target language (August & Shanahan, 2008).

These four areas comprise an indispensable foundation of knowledge on which teachers should be able to rely for making decisions about overall pedagogical approaches, designing methods, and implementing day-to-day or week-to-week classroom assignments and strategies for effective SLA and EL academic achievement. Essentially, having this background knowledge offers teachers a repertoire that enables ELs to learn to “code-switch” in actions, behavior, and language. As a result, learner agency is actively encouraged and an inclusive and more culturally reciprocal classroom environment is created. Ultimately, these actions and outcomes can translate to higher rates of student success. However, given the state of university preparation in these areas, using this instructional repository as a heuristic is a tall order for teachers to accomplish. Unless adequately trained and supported in the knowledge areas underlying these expectations, teachers cannot benefit from such foundational bodies of knowledge as resources. In short, training in linguistics during teacher education is a viable solution and a requisite element for success in this endeavor.

#### *2.1.1. Quantitative Study*

Understanding the critical state of Level I (bachelor’s degree) teacher education preparation in linguistics, I investigated how master’s-level second language teacher training measured up. Using the Integrated Postsecondary Education Data System (IPEDS, <https://nces.ed.gov/ipeds/>), a system of information gathered via surveys conducted by the Department of Education’s National Center for Education Statistics, I identified 114 master’s-level programs at 54 public and private institutions across the US (see Appendix A). I surveyed the required curricular inclusion of basic linguistics as a pre-requisite or introductory linguistics course for the respective programs’ degree requirements.

#### *2.1.2. Results*

As might be expected for advanced higher education, results indicate that, of the programs surveyed, master’s-level programs outperformed lower-level higher education teacher training for preparation in linguistics, and therefore, had stronger potential representation of the critical knowledge areas identified previously. Nearly 52%, or 59 of the 114 programs, required an introductory linguistics course or included a linguistics prerequisite for starting required coursework. Nearly 9%, or 10 of the 114 programs in the survey, included linguistics as an elective. That the majority of programs required general linguistics preparation or included it as an elective was, frankly, expected and unsurprising. However, given that L2 instruction is built on principles of language structure and usage, a notable and disappointing finding was the nearly 40%, 45 of 114 programs surveyed, of the language teacher master’s level programs who included no

linguistics requirement or elective in their curricula. These percentages are displayed in Figure 1, below.

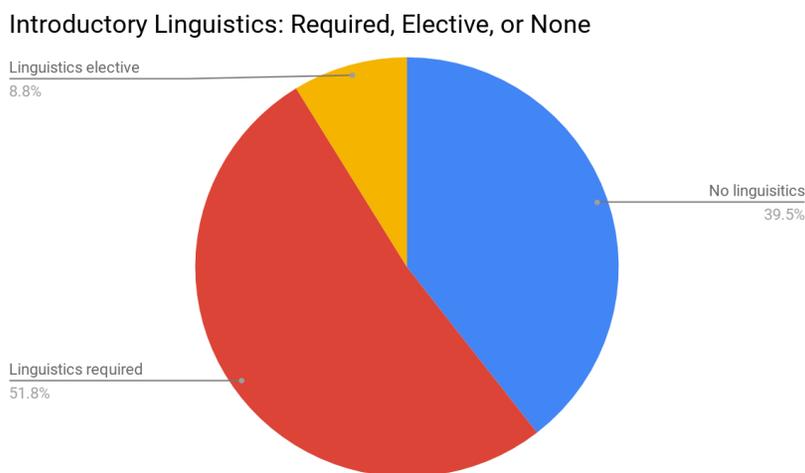


Figure 1: Linguistics' Inclusion in Master's Level Language Teacher Training. The implications for these results are analyzed in more detail in the Discussion section.

## 2.2. Study 2: Inter-Cultural Rhetoric and ELL Teaching

At this City University of New York (CUNY) campus, a large public higher education institution, many students arrive underprepared for writing in Standard American English (SAE). In addition to a majority of students living near the poverty-level or below it in one of the most expensive urban areas in the world, almost 30% work full-time in addition to being full-time students. Other issues that affect student success are that more than 33% of the student population were born outside the United States, and almost 75% speak an additional language at home, whether an L2 or another variety of English (NYCCT College Fact Sheet). For a more detailed discussion of how learning a mother tongue as an L1 can affect Generation 1.5 both in and out of the classroom, see Doolan (2013).

The course in this study is at the 100-level, devoted to learning about aspects of languages around the world. The course fulfills a general education requirement of world cultures and global issues; its goal is to teach about the variety of world languages and the historical, social, and ideological issues concerning current and past speakers. Course content is assessed by various low- and high-stakes assignments, but specifically, a series of low-stakes writing assignments were created to reinforce writing skills and linguistic fluency to a student population that has not necessarily achieved proficiency in writing, as this course can be taken before university writing proficiency has been assessed or granted.

Two sections of this course were studied to increase student language and writing needs through learning about linguistics and world languages. There were 30 students enrolled in both sections, 16 and 24 respectively, and most had an undeclared major. Students were overwhelmingly immigrants, with the majority of them arriving in New York City within the previous five years. Almost all other students were Generation 1.5 and learned another language at home but typically were not literate in that language. The majority of students came from the Dominican Republic, Puerto Rico, Guyana, St. Lucia, Barbados, Haiti, the Philippines, Bangladesh, and Pakistan. In other words, most were from the Caribbean, speaking English as a first or second language, or from a former English colony in which English was either a first language or a lingua franca. Student ages ranged from 18 to 24 but were for the most part clustered around 18-20 years old.

### *2.2.1. Teaching objectives*

The assignments for this small study were tailored primarily to English-speaking Caribbean or Commonwealth countries, as ESOL instruction is not explicitly included in the course description, nor do assessment objectives allow for much ESOL instruction.

Students self-reported that they do not practice an overtly prestigious variety of English at home and often express that the variety they do use, whether it is Jamaican Patois; St. Lucian, Barbadian, Guyanese English; or another regional dialect such as African-American Vernacular English (AAVE), is “not good enough.” Terms they use for their varieties are “Broken English” or “slang,” and students manifest profound linguistic insecurity and sometimes hypercorrection, often refusing to speak in class or indicating that their variety is deficient and they are unable to write formal essay for the required assessments.

The goal of this instruction was to promote learner agency by teaching students about linguistic imperialism (see Phillipson, 1992) and how the value of one linguistic variety or dialect is arbitrarily imposed. Students also learned how global languages developed and spread through different kinds of contact, key terms throughout the semester were “conquest, commerce, culture.”

### *2.2.2. Scaffolded Semester-Long Writing Assignment*

Various scaffolded assignments were implemented to allow students to move along the dialect continuum and employ one or more variety of English as the situation requires. The assignments allowed students to use both Standard American English and a non-Standard variety as well as to activate long-term memory processes by repetition and practice, such as employing the mnemonic term “conquest, commerce, and culture.” Short assessments built on each other and became more sophisticated and by the end of the semester students could revise previous work based on accumulated knowledge, easily using terms acquired over the semester. This series of connected assignments is described next:

- **Running glossary and brief responses:** Students were given booklets and asked to address two or three questions at the end of each period as well as to keep a running glossary of terms and definitions used in class. They were then asked to explain one item from the day's lecture that was useful or interesting and detail why. Another question to answer was what they wished to learn more about. The remarks were ungraded and engendered casual, written dialogue between student and professor. Responses were cumulative and accretional for students to refer to when completing graded work.

- **Low stakes quizzes:** Each day, students were quizzed on reading and comprehension. The questions commonly employed a template with interchangeable content to result in the same or similar answers to show that terms and concepts surface in a variety of contexts. For example, one question asked students to explain how Latin was a lingua franca during the European Renaissance and later students were asked to write about what made English a lingua franca in both India and some African countries. Another question addressed the politics of defining a language vs a dialect, and examples of this were French/Creole or Hindi/Malayalam.

- **Linguistic fieldwork:** Students interviewed an acquaintance who speaks a variety of English about their own attitudes toward English and the attitudes of others towards their variety of English. Students were provided several questions and the essay followed a tight script to minimize student linguistic insecurity with their first assessment of formal writing. In addition to demographic questions, others are: "Do you ever vary your dialect to adapt to your surroundings?" and "What do you think about the way you speak? Is there anything in particular that you do and don't like about the way you speak?" From those answers students fashioned a narrative and analyzed subjects' responses using sociolinguistic terms and concepts from glossaries found in their booklets.

- **Letter to Past Self:** The ultimate assignment is a letter written to the students' Past Self from their Present Self. Students were asked to collate material from their ungraded booklets and compile a diachronic analysis of their learning curve regarding their attitudes and aptitudes toward language, linguistics, and writing about that content, specifically their understanding of their own varieties of English as well as how they have come to understand register and dialects.

### *2.2.3. Results*

As expected, student became more proficient in comprehension and ability to express course content after frequent testing (Pennebaker, Gosling, & Ferrell 2013). As one student remarked, "it's in the repetition" in which they learned concepts which formed the basis for the content of their assessment. The scaffolded assignments revealed that short, connected writing assignments focusing on linguistic identity, usage, and structure can have an accumulative and positive effect on assessment as well as student attitudes toward course content and their own language abilities. The project clearly documented

growth and development in not mere rote memorization of terms and concepts, but rather, in incorporating them into longer writing projects that addressed lived experiences, ranging from informal, ungraded reflections to formal, graded essays.

By the end of the semester students became more fluent in a variety of registers and could write about that process of overcoming linguistic insecurity and a lack of confidence in speaking in class, using terms and concepts fluently. They employed terminology proficiently and incorporated it in writing, using contextual clues to convey comprehension and mastery, especially in the Letter to Past Self, in which they often reassured themselves that they would become confident using the information. Through the constant writing and reinforcing of terms, repetition of concepts in a variety of contexts students not only performed better on quizzes and exams but in their writing about course content and writing about their own varieties of English.

### *2.3. Study 3: Teacher Identity at a Crossroads*

Teacher identity has become a prominent area of research in the field of second/foreign language teaching. Studies on the formation of professional identity in novice (e.g., Beauchamp & Thomas, 2011; Russell, 2015; Ruohotie-Lyhty, 2011, 2013) or pre-service teachers (e.g., Jackson, 2015; Kanno & Stuart, 2011; Yazan, 2014) predominate in the literature. Many of these studies have involved critical reflection as an analytical tool to investigate the development of professional identity, yielding insights into the introspective processes of identity formation. However, reflection is more than a means to look into teacher identity. It is a “core activity for all teachers—pre-service and in-service, in schools and universities” that drives ongoing professional growth and identity development (Walkington, 2005).

Reflective practices can take different forms. The use of personal narratives of classroom experience has been recognized as a transformative reflective tool in the (re)shaping of teacher identity in the work of many scholars, such as Alsup (2006) and Farrell (2015). The use of videos of their own or others’ teaching to stimulate reflection has also been identified as a valuable means in the construction of professional identity (McClean & White, 2007). More recently, reflective practices involving technology have become available. For instance, Yuan and Mak (2018) report on the use of videoed reflections through which pre-service teachers created on their smartphones or camcorders videos of themselves reflecting on their microteaching videos.

Despite the growth in the body of research in reflective practices and language teacher identity, limited attention has been paid to in-services teachers. Researchers have primarily focused on pre-service and novice teachers with only a handful of studies (e.g. Higgins & Ponte, 2017; Lew, 2016) centered on in-service teachers, thus leaving the later stages of teacher identity development largely unexplored. This study seeks to contribute to narrowing this gap by examining in-service Science, Technology, Engineering, and

Mathematics (STEM) teachers expanding their field of expertise to ESL. Gaining an understanding of experienced teachers' professional identity shifts through the use of reflective practices can provide teacher educators with insights into teacher agency and the value of reflection.

### *2.3.1. Methods*

The study was based in a federally funded ESL Endorsement program. It provided academic preparation and scholarships for in-service STEM teachers to obtain an additional certification in ESL with the purpose of enhancing the capabilities of teachers working with ELs. This program resided at a state university located in an urban area of northern New Jersey, which regularly collaborates closely with several of the school districts with the highest concentrations of culturally and linguistically diverse populations in the state. Those accepted into the program taught a STEM subject while they completed 21 credits to obtain their ESL certification, thus creating a symbiotic relationship that allowed the teachers to further their knowledge and skills at the university while putting those into practice in their own classrooms.

### *2.3.2. Participants*

The participants in this study were three cohorts of 7 candidates each, a total of 21 candidates (6 males and 15 females) who did their practicum in three different semesters. The candidates were practicing teachers already certified in computer technology, engineering design, mathematics or science, including biology, chemistry, and physics. They had between 3 and 17 years of teaching experience in the content area. The coursework in the ESL certification program had exposed them to not only SLA theories, but also second language methodologies. They all had knowledge and basic experience planning for ESL classes as well as sheltered instruction using the Sheltered Instruction Observation Protocol (SIOP®) Model.

### *2.3.3. Research question*

The goal of this study is to explore how reflective practices affect the professional identity of experienced STEM teachers while taking part in the practicum/field experience required for an additional ESL certification. Drawing from a combined perspective of identity-in-discourse (Fairclough, 2003) and identity-in-practice (Varghese, Morgan, Johnston, & Johnson, 2005), the study aims at answering the following question: How do reflective practices embedded in a field experience/practicum impact the professional identity of in-service STEM teachers?

### *2.3.4. Data Collection*

This article draws on data from a larger case study of four years of the grant-funded program (2013-2017), exploring the impact of the ESL endorsement program on the professional identity of in-service STEM teachers. Given the nature of the inquiry, a case

study design was used (McMillan & Schumacher, 2006). The main source of data were two types of self-reflective documents: 14 weekly journal entries and self-evaluations of their two videotaped classes. The journal entries ranged between 350 and 500 words. To facilitate the reflective process, the candidates were given the following prompt at the beginning of the practicum:

Describe and discuss your impressions and feelings regarding your daily experience related to ELs—successes and challenges with lesson planning and implementation of strategies, interactions with ELs, feedback from the cooperating teacher, staff meetings regarding ELs (e.g. behavioral issues, IEP meetings, chronic absenteeism, etc.), EL parent-teacher meetings, departmental meetings, statewide assessments.

The self-evaluations of the videotaped lessons involved a rubric with seven criteria (language objectives, lesson presentation/delivery, instructional strategies, learning activities, student participation/interaction, corrective feedback, classroom management).

### *2.3.5. Data analysis*

The analysis of the data followed Marshall & Rossman (1999)'s five-mode analytical procedure, which consists in (a) organization of the data; (b) identifying themes, patterns, and categories; (c) testing the emergent hypothesis against the data; (d) searching for alternative explanations of the data; and (e) writing the report. For the reflective journals content analysis was utilized to detect key themes that shed light on the research question. During the multiple readings of the journals, marginal notes were made indicating emerging categories and probable codes. To confirm the validity of the interpretations, the emergent categories were shared with (a) the candidates and (b) the two SIOP® trainers who were familiar with the candidates from having conducted classroom observations of the candidates and from having trained them in how to 'turnkey,' i.e., provide professional development on ELs in their districts. The candidates' checks were used for triangulation purposes while the peer review was aimed at strengthening internal validity.

### *2.3.6. Results*

Upon analysis of the candidates' reflections, two main categories of journal entries were identified: (a) reflections prior to journal writing and (b) reflections during journal writing.

#### a) Reflecting before writing

Over the course of the semester, candidates reflected on events that had made an impression on them. Some of them were directly related to their daily school activities, especial events, meetings, and/or interactions with students, teachers and parents. Some of them were connected to activities related to the practicum, such as lesson planning, lesson videotaping, post-observation conferences. Regardless of the focus of the journal

entry, it was clear that the candidates had reflected on the incident beforehand and were just communicating their thoughts on paper. The use of the past tense was an indicator of this type of a-priori reflection. For instance, reflecting on her lesson, Rachel<sup>†</sup> wrote:

*The students were assigned a renewable or non-renewable energy form that they had to research and they posted the information on a padlet. The students then needed to make comparisons between the renewable and non-renewable energy sources using the comparative form. Overall, I felt that the lesson was successful, however in the future I would make some changes to the lesson to make it even better.*

The fact that Rachel assessed her lesson using the past tense (“I felt...”) points to her having reflected on her performance prior to writing her journal entry. Jill provided another example of a reflection that had already taken place before writing the journal entry.

*As I reflect on the past 13 weeks I feel I have made progress. Last week I attended a workshop for ELL strategies. The workshop began with a brief history on ELL education in NJ before he introduced strategies. I felt as though I already knew all of the information that he was sharing about the legal obligations for the school districts... The strategies that he was introducing to us were ones that I have tried in my classroom. We used Think, Pair, Write, also Clock Buddies. Unfortunately for me there was no new information. Yet I was happy that I really understood what we were doing.*

Jill’s entry revealed her realization of having made progress while attending a mandatory professional development workshop in her district.

#### b) Reflecting while writing

Some of the journal entries were reflections in progress. In these entries, the candidates referred to past events or situations, but they were reflecting on them as they were writing the journal entry. Their analysis and evaluation of the event or situation had a more personal tone. The use of the present tense highlighted the candidates’ internal dialogue culminating in an increased awareness of their teacher identity. In the following excerpt, Julia reflected on what she needed to change:

*I had my class covered by another teacher and they [the students] were commenting on his style of teaching. They enjoyed his PowerPoint. I get confused because I think that I am the human PowerPoint. I write it all and I truly take my time, but I think that the PowerPoint allows them to see only one*

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<sup>†</sup> All candidates’ names are pseudonyms.

*thing at a time. It makes it easier. I guess, I have to move with the times and use PowerPoint to help them learn math better.*

Reflecting on his ability to teach language, Mike revealed his need to boost his own self-confidence:

*I just have to start remembering that I am a teacher, and even if the material is new to me, I am capable of teaching this topic because I know how to reach students and I will be able to teach them how to read, write and speak English.*

Both of these journal entries offer a window into the candidates' reflective processes as they question their own beliefs and practices.

### 3. Discussion

#### 3.1. *Study 1: Linguistics in Master's Level Language Teacher Training*

As previously explained in Study 1, master's-level language teacher education programs are better at requiring linguistics in their instructor training than lower-level and general teacher certification. However, it is disheartening and unacceptable that nearly 40% of the advanced higher education training in L2 instruction programs surveyed still fail teacher candidates and the learners they serve. The need for teacher quality and excellence in instruction that serves learners of diverse cultural and linguistic backgrounds is clear. In April 2018, NCES reported the percentage of ELs in public schools rose from 8.1% in 2000 to 9.5% in 2015, an increase of 1 million learners. To more comprehensively promote agency among all L2 teachers, more integration of linguistics knowledge areas in teacher education is needed to address growing pedagogical L2 needs in the US. Teacher training programs, competency examinations, licensing/certification, and professional development must align to ensure critical bodies of knowledge and skill areas are cultivated and maintained..

#### 3.2. *Study 2: Inter-Cultural Rhetoric and ELL Teaching*

While the course was not a designated writing course, each classroom transitioned into one because students arrived with weak writing skills and assessment was in the form of short essays and brief responses. As Matsuda (2008) has claimed, ESOL theory “frequently overlaps with applied linguistics and composition studies, and communication education” (p. 291). Specifically, these assignments helped students move from a place of linguistic insecurity and misunderstanding to a more capable mastery of academic writing and formal register. Differentiated instruction is important, as are inter-cultural rhetorical strategies, as students eventually acknowledge their linguistic expertise and ability to employ more than one code for a variety of rhetorical effects.

In their ultimate writing assignment, students expressed how they had assumed they would be bored by a class on language and that assumed they knew everything about language. However, in actuality, they became energized by a new-found linguistic awareness. A student in the spring semester of 2017 wrote that “[m]y knowledge of language has made me aware of how language plays a big role in society, it has united people while creating an identity for them as well.” Another wrote: “Many people speak more than one language and this is called code-switching. This occurs when a speaker alternates between two or more languages. This is a positive characteristic to have.” She concluded, “this class has taught me so much from grammar, vocabulary, spelling, etymology, roots, and more. Terms like pidgin, universal grammar, cognate, lingua franca, syntax, arbitrariness, pidgin, creole. . . . I’ve learned that everyone will always have their own opinion when it comes to language, culture, and beliefs and my

vocabulary and beliefs on language have tremendously broadened.” From a student in the spring of 2018: “One thing that is crucial in this class is that term ‘Broken English’ is not a word--the meaning of broken means it doesn't work or function but people who speak the dialect do understand each other. Which is contradicting the word broken.” Moreover, students could discuss concepts in a more sophisticated manner, indicating, for instance, that not only did they know what *lingua francas* are--a technical fix to bring together disparate populations--but they can be the result of linguistic imperialism, particularly with respect to English.

Completing these writing assignments was empowering for students, particularly when they could explain to others or write about new language-related concepts in Standard American English formal writing. Making meaning involves a process of differentiation and disambiguation and by understanding the linguistic and cultural codes of the literature and language they study, students learn how to read and write academic American English better. Specifically, over time students saw the effects of first, British English, and then, American English on such fields as education, politics, and technology. In particular, a recurrent quiz and exam question was on the importance of printed language (the same question in a variety of contexts), and students ultimately began to present their own language authoritatively and as study-worthy, as they read about how users of other languages sought to save their languages in books, literature, and dictionaries. What was at first a relatively modest exercise with the first assignment in listening to an interviewee discuss their own dialect became, to use Salvatori and Donohue's (2012) term, “active” listening (p. 128). This, in turn, became active reading and writing, and students identified themselves as linguists at the conclusion of the course. Such exercises encourage communicative competence in the classroom, building vocabulary and grammar, and exploring various environments in which to apply different linguistic rules. Learner agency is enacted throughout these integrative classroom activities, resulting in students who can better demonstrate and live Duff's (2012) notion of taking control, making choices, and pursuing personal goals.

While these student responses are qualitative and anecdotal currently, the result has, over three semesters, been useful and applicable to students in other classes, as well as in their work environment. An example of this is when a student related with surprise but interest how a supervisor commented on when the student began to “talk white” by using a formal register with certain customers. It has become clear that when students understand and employ different registers and varieties of English, and that they conclude that the linguistic standard is arbitrarily imposed and an abstraction, they feel more in control of language and write more articulately. When students have assignments are tailored to their linguistic or cultural backgrounds they gradually, over the course of the semester, take their new lexicons and language awareness and more confidently write as experts with a different mastery of English.

### 3.3. Study 3: Teacher Identity at a Crossroads

Although the use of reflective practices is highly encouraged for in-service teachers, and even included as a criterion in teacher evaluation rubrics, such as Danielson's Framework for Teaching Evaluation Instrument (2013), the use of written reflections is rare among in-service teachers. Reflection is practiced as a "two-way professional conversation" during which teachers and administrators discuss the teachers' experiences and establish goals for the improvement of instructional practices (Moss, 2015). In addition, the highly stressful environment in which in-service teachers find themselves, due to the accountability demands emanating from federal, state and local educational agencies, has limited the opportunities to take stock of their practices through written reflection.

The practicum required for the ESL certification afforded the candidates the chance to take time to reflect on and write about their experiences. Post-observation conferences with the practicum supervisor, discussions on videotaped lessons with practicum peers, and self-evaluation of videotaped lesson fed into journal writing and were conducive to richer reflection. The confluence of multiple reflective sources was present in the 'reflection while writing' entries. Many of those journal entries showed the influence of these sources with direct references, such as Walter's reflection on his use of a teaching strategy:

*I do use the popcorn technique in my class and have students call on others. That was a suggestion given to me by my peers in class after my video. I will make sure I use it more because it will force me to present my question before calling on a student.*

These 'reflections through writing' were more dynamic as they seemed to establish a conversation with the reader that revealed the candidates' insights on their teaching selves. The 'reflections before writing,' on the other hand, were more static. They appeared to a retelling of events rather than an introspective analysis aimed at self-awareness and professional growth. In the following entry, for example, Michelle described her 'unsuccessful' lesson with ELs without exploring alternatives ways to improve on her approach.

*The objective of the lesson was for students to identify major organs of the skeletal system...The students were allowed to work on the task themselves. The responses were slow to come in. Having students produce genuine written work requires so much simplification and time. I totally understood why most teachers give dittos with one word answers. I ended up giving them the answers. I really felt like there was no point attempting to have this group of students answer questions like these independently.*

At the beginning of the semester, journal writing was not a priority for the candidates. Entries were short and submitted late. The majority of the candidates had to be reminded their journal entries were overdue for the first three or four weeks of the semester. However, journal writing slowly took center-stage for candidates who produced ‘reflection through writing’ entries. Their journal entries were longer and reflected not only motivation and engagement in self-improvement, but also a reshaping of their professional identities as they crossed disciplinary boundaries. In this study, in-service teacher reflections displayed Duff’s (2012) notion of agency for these individuals as professional-learners; through their ability to view their own ESL teacher identities merging with and emerging from their existing STEM-teacher selves, they enacted more control, took advantage of more professional choices, and displayed greater ability to seek personal and professional enrichment as ESL instructors.

#### **4. Conclusion and Future Research**

The goal of these three studies and this collaborative meta-report was to reveal ways that language, targeted instruction, and identity play key roles in successful L2 teaching/learning frameworks. By promoting linguistic foundations for teacher candidates as enrichment, differentiated instruction for ELs as engagement, and teacher identity for instructors as empowerment, we support Diaz Maggioli’s (2014) “synergies among knowledge, practice, and reflection” that enact successful L2 teaching/learning. In order to understand the full nature of these pedagogic factors, more in-depth investigations into the curricular inclusion of other areas of linguistics, such as sociolinguistics, grammar/morpho-syntax, and discourse analysis, would further enlighten administrators and program developers on best practices for masters-level language teacher curricula. Research on other ways of supporting ELs through differentiated instruction and translanguaging between L1s and non-mainstream towards the development of academic language proficiency may open new avenues to reach ELs and enhance the methodological preparation of language teachers. Finally, research into teacher identity should continue to explore in-service teachers, particularly ESL teachers whose instructional roles have drastically changed since the switch to ‘push-in’ models of instruction, to more fully understand the complex variables at play in developing instructional personas that reach across disciplinary areas and classroom types.

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### Appendix A. Required or Prerequisite Introductory Linguistics in Masters Level L2 Teacher Education Programs

Institution, City/State, and Private/Public Status	Programs*	Introductory Linguistics
1. Adelphi University Garden City, NY Private	MA TESOL (2 tracks, NY State Certification and Non-Certification)	Required
	MA English Education	None
2. American University Washington, DC Private	MA TESOL	Required
	MAT Bilingual Education	Required
	MAT ESOL	Required
	MAT English or Spanish	None
3. AZ State University Tempe, AZ Public	MA TESOL	Required
	MA English Education	None
	MEd Secondary Education + AZ State Certification	None

4. AR Tech University Russellville, AR Public	MA TESOL	Elective
	MA English with TESL Option	Elective
	MAT	None
	MEd Secondary Education	None
5. Azusa Pacific University Azusa, CA Private	MA TESOL	None
	MA Ed Teaching Single Subject (English or FL)	None
6. Ball State University Muncie, IN Public	MA TESOL	Required
	MA Secondary Education	None
7. Biola University La Mirada, CA Private	MA TESOL	Required
	MAT Single Subject Teaching Spanish as FL	Required
8. Boston University Boston, MA Private	Ed M in TESOL	Required
	MAT English Ed	Elective
	MAT Foreign Language Educ	Required
9. Brigham Young University Provo, UT Private	MA TESOL	None
	MEd Educ Leadership (track for Diversity & Educ Policy)	None

10. Buena Vista University Storm Lake, IA Private	MA Ed in Curriculum & Instruction, TESL track	None
	TESL Graduate Endorsement (for K-12 IA in-service teachers)	Required
11. Cal State University, Los Angeles CA Public	MA TESOL	Required
	MA Ed in Bilingual & MultiCult Educ in Urban	Elective
12. Cal State University, Northridge Northridge, CA Public	MA TESL	Required
	MA Ed Secondary Educ, Multicultural/Multilingual Track	None
13. Cambridge College Cambridge, MA Private	MA Ed ESL w/ or wo/ licensure	Required
	MA Ed Secondary Ed Teaching Skills	None
14. Campbellsville University Campbellsville, KY Private	MA TESOL	Required
	MA Ed Teacher Leader w/P-12 ESL endorsement	None
15. Cardinal Stritch University Milwaukee, WI Private	MA Urban Educ with Bilingual Certification	None
	MAT Secondary Ed	None
16. Carson-Newman University Jefferson City, TN Private	MAT ESL	None
	MEd in Curriculum & Instruction w/ESL Endorsement	None

17. Central CT University New Britain, CT Public	MS TESOL	Required
	MAT in Teaching 7-12 Spanish, English	None
18. Central MI University Mount Pleasant, MI Public	MA TESOL	Required
	MA Reading & Literacy K-12	None
19. Central WA University Ellensburg, WA Public	MA English: TESOL	Required
	MEd Master Teacher in Bilingual Educ	None
20. College of Mount Saint Vincent Bronx, NY Private	MS TESOL	Required
	MS Urban & Multicultural Educ	None
21. Concordia University-Nebraska & Portland Online Private	MEd TESOL	Required
	MED in Curriculum & Instruction, ESOL	Required
22. CUNY-City College New York, NY Public	MS TESOL non-certified track	Required
	MS TESOL w/certification	Required
23. CUNY-Hunter College New York, NY Public	MA TESOL w/Pre-12 Certification	None
	MA Adolescent Spanish 7-12	None

24. CUNY-Lehman College Bronx, NY Public	MS Educ TESOL	Required (for Seq 5 only)
	MA Teaching Spanish 7-12 w/Certification	Required
25. CUNY-Queens College Flushing, NY Public	MS Educ TESOL w/Certification	Required
	MAT Secondary Education, English 7-12	None
26. Duquesne University Pittsburgh, PA Private	MS Education for ESL	Elective
	MS Ed for Secondary Education, ENGLISH or Latin	Prerequisite
27. Eastern MI University Ypsilanti, MI Public	MA TESOL	Elective
	MAT Secondary Educ English	Elective
28. Eastern WA University Cheney, WA Public	MA TESL	None
	MEd Modern Languages-French	None
29. Emporia State University Emporia, KS Public	MA TESOL	Required
	MA English-Rhetoric/Pedagogy Emphasis for Community College Educ	Elective
30. Fairfield University Fairfield, CT	MA TESOL (no cert)	None

Private	MA Secondary Education-World Languages	None
31. Florida Atlantic University Boca Raton, FL Public	MA TESOL and Bilingual Education	None
	MAT French as Second Language	Required
32. Fordham University Bronx, NY Private	MS Ed-TESOL (track 2, non cert)	None
	MST-TESOL (track 1, cert)	None
33. Framingham State University Framingham, MA Public	MEd TESL (non cert)	Required
	MEd TESL (cert)	Required
34. Georgia State University Atlanta, GA Public	MAT ESOL (cert)	Required
	MAT English Educ	None
35. Gonzaga University Spokane, WA Private	MA TESL	None
	MIT w/ESOL Endorsement	None
36. Hamline University St. Paul, MN Private	MA TESOL	Required
	MAT-German or Spanish	Required
37. Hawaii Pacific University	MA TESOL	Prerequisite

Honolulu, HI Private	MEd Secondary Educ, English Concentration	None
38. Heritage University Toppenish, WA Private	MEd Teacher Leadership, ESL Concentration	None
	MA Multicultural English Literature and Language (teaching at community college level)	Required
39. Hofstra University Hempstead, NY Private	MA TESOL (non cert)	Required
	MS Ed TESL (cert)	Required
40. Indiana State University Terre Haute, IN Public	MA TESL	Required
	MA Language Studies, Spanish	Required
41. Indiana University- Bloomington Bloomington, IN Public	MA TESOL and Applied Linguistics	Required
	MAT Slavic and East European Languages and Cultures	Required
42. La Salle University Philadelphia, PA Private	MA TESOL	Required
	MA Bilingual/Bicultural Studies	Elective
43. Kent State University Kent, OH Public	MA TESL	Required
	MA French Applied Linguistics and Pedagogy Concentration	Required
44. Long Island University-	MS Ed TESL	Required

Brooklyn Brooklyn, NY Private	MS Ed Teaching Urban Adolescents with Disabilities (Grades 7-12), Bilingual Educ Extension	None
45. Manhattanville College Purchase, NY Private	MPS TESOL (All grades)	Required
	MAT Languages Other than English-French, Spanish, Italian, Latin	Required
46. Iowa State University Ames, IA Public	MA TESL/Applied Linguistics	Required
	MEd Literacy Education	None
47. Marymount University Arlington, VA Private	MEd ESL (K-12)	Required
	MA English and Humanities-Language and Composition Concentration	Required
48. McDaniel College Westminster, MD Private	MS TESOL	Required
	BA + MS BEST (Better Educators for Students of Tomorrow) w/English cert	None
49. Mercy College Dobbs Ferry, NY Private	MS TESOL (non cert)	Required
	MS English and Secondary Educ	None
50. Mid America Nazarene University Olathe, KS Private	MEd ESOL	Required
	MEd Teaching and Learning, Reading Specialist	None

51. Michigan State University East Lansing, MI Public	MA TESOL	Required
	MA Foreign Language Teaching (non cert)	None
52. Middlebury Institute of International Studies at Monterey Monterey, CA Private	MA TESOL	Required
	MA Teaching Foreign Language	Required
53. New York University New York, NY Private	MA TESOL (non cert)	Required
	MA Bilingual Education (non cert)	Elective
54. Murray State University Murray, KY Public	MA TESOL	None
	MA English w/ K-12 ESL Endorsement	Required

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