A narrative exploration of
MA TESOL participants' professional development

A thesis submitted to the University of Manchester for the degree of Doctor of Philosophy in Education in the faculty of Humanities

2017

Volha Arkhipenka

School of Environment, Education and Development

Table of Contents

Word count: 74,718

List of figures

List of tables

Abstract

This thesis documents my exploration of professional development of four experienced English language teachers of diverse background taking the MA TESOL programme at the University of Manchester. Having considered professional development to be about change construed broadly to professional identity and teacher beliefs, I explored it through a series of individual in-depth interviews held throughout the programme. The majority of the interviews focused on the teachers' ongoing life and development and allowed the teachers space to make meaning of what they were going through and how they were developing as they engaged in the programme. On the basis of the interviews, stories about the teachers and their year were constructed. Within the stories, I synthesized what I had learned about the teachers' experience and highlighted the changes that I could see had happened to their professional identity and teacher beliefs.

The stories provide a vivid example of professional development of experienced English language teachers through a master's degree. They also bring to the fore the significance of future-directed thoughts for how teachers develop professionally, which is rarely acknowledged in the existing literature. I further use the stories as a ground to conceptualize professional development of the four teachers to account for the important role their thoughts about the future played in it. Using the concepts of imagined identity and antenarrative, which I borrow from the literature, I describe it as an iterative pursuit of an ever-evolving imagined identity, or identities, and antenarrative, or antenarratives. Finally, I examine the cases using the conceptualization as a lens and offer some further insights about professional development in TESOL.

Declaration

No portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

Copyright statement

The author

I am (or was at the time when I conducted this research) a PhD candidate, graduate teaching and research assistant, and President's Doctoral Scholar at the University of Manchester. Prior to coming to Manchester, I obtained an undergraduate degree in International Relations and Middle Eastern Studies from Belarus State University and a master's degree in Language Education: Theory, Practice, and Literacy from the University of Edinburgh. I also taught English for some time to first year undergraduate students at Bahcesehir University in Istanbul, Turkey. I am a keen language learner fluent in (but still learning) English and Turkish and not so fluent (but striving to be) in German and Hebrew. This is in addition to my native Russian and semi-native Belorussian and dreams about engaging with and mastering quite a few more (French, Arabic, and Chinese, for example). It was this passion for languages that led me to language teaching, which further led me to this research.

Acknowledgements

I would like to thank my supervisors, Diane Slaouti and Richard Fay, for supporting me and advising me throughout the process of conducting this research. Your insight was invaluable, your patience was limitless, your feedback on the drafts was timely, your pressure on me was well placed, your encouragement was always available, and your praise was there if deserved. You also gave me freedom to explore and experiment but always kept an eye on me and were there when I needed you. I could not have expected more.

I extend my gratitude to the University of Manchester and members of the committee who decided back in 2013 to fund my PhD studies and this research. Without this decision of yours, I would have never even started.

This research would have never been completed without the help of the teachers who participated in it, and I am forever indebted to you all for your trust and time.

This PhD, though challenging, was not lonely or miserable, and I am grateful to my PhD colleagues for making it so. Thanks to you, I had plenty of intellectual and moral support and always had someone I could share my research lows and highs with. I am grateful in particular to Susan Dawson and Olga Dolganova who both became my very close friends.

My family, and my parents in particular, supported and encouraged me throughout this research up until its very end, and I could not thank you all enough for this. Your endless love and trust in me mean the world to me and helped me not to loose heart when I hit cul-de-sacs in my research, which I did on a rather regular basis.

Last but not least, I would like to thank my husband Ibrahim Inal. With your own PhD already awarded, you have been my biggest inspiration and mentor.

INTRODUCTION

> *"The important thing is not to stop questioning.*
> *Curiosity has its own reason for existing".*
>
> Albert Einstein

Within this longitudinal research, I explored professional development of four teachers taking a master's programme of arts in Teaching English to Speakers of Other Languages (hereafter MA TESOL). The programme in focus was a year-long full-time onsite MA TESOL provided by the University of Manchester[1] and aimed specifically at TESOL practitioners with at least three years of experience. The four teachers in their turn were Beatrice[2] from China, David from the UK, Fatima from Saudi Arabia, and Zulkani from Indonesia, who collectively had more than twenty years of experience covering a wide range of contexts. In focusing on professional development, I did not differentiate it from teacher development, even though I was aware that the two as terms could be perceived as having slightly different shades of meaning (Mann 2005, p.104). Informed by narrative inquiry as a theoretical framework (Clandinin & Connelly 2000; Riessman 1993, 2008), the exploration aimed to contribute to a growing understanding of the professional development of English language teachers and addressed two questions:

- How did professional development happen for these four teachers?

- How can I conceptualize it to account for the significance of the teachers' goals for it?

---

[1] I will discuss the ethics of disclosing the name of the institution in the methodology chapter.

[2] All names are pseudonyms.

The second research question emerged in light of what I found answering the first. The first in its turn stemmed from my curiosity. I was aware of the plethora of literature on professional development, be it specifically in TESOL or beyond, but felt, nevertheless, intrigued by the idea of conducting one more study on it and questioning again how it is understood. By the time I started this project, I had devoted nearly two decades to language education, mostly as a learner but also as a teacher. I had first-hand experience of it from two countries – Belarus (my home country) and Turkey (my second home) – and second-hand one – from all around the globe covering a wide variety of contexts and languages taught and learned. Nothing in the literature about professional development of language teachers looked wrong in light of my experience. Yet, I had little doubt that the topic had not yet been exhausted. The language teachers whom I had met by then – and they counted in hundreds – seemed to be too interesting beings to be ever understood to the extent that nothing new could be said about them or their development.

This thesis describes the journey that my curiosity took me on and documents what I found as a result. It consists of eleven chapters. In Chapters 1, 2, and 3, I clarify the starting point of this research, describe the context, within which I conducted it, and explain how narrative inquiry informed it. In Chapter 4, I then zoom in the methodology and outline how I conducted this research specifying among everything else that it was a multiple case study. Following this, in Chapter 5, I tell how I constructed the cases, and then, in Chapters 6-9, I present them, answering in this way the first research question. After this, in Chapter 10, I explain the origin of the second research question and answer it. Finally, in Chapter 11, I conclude this research highlighting its contributions, implications for practice, limitations, and questions for further investigation.

CHAPTER 1: THE STARTING POINT

The aim of this chapter is to clarify the starting point of this research. For this purpose, I will, firstly, define professional development and show in which ways this definition shaped this research. I will then revisit the aim of this research and situate it among previous studies with a similar focus.

1.1 Defining professional development

Professional development is often defined as "the development of competence or expertise in one's profession; the process of acquiring the skills needed to improve performance in a job" (Oxford Dictionaries 2015). There, however, can exist different understandings with regard to what exactly this means. My understanding, which shaped this research, was primarily informed by the literature within second language teacher education as a field of inquiry – the field that this research belongs to[3]. I will now introduce this field and explain how exactly it informed my understanding of professional development.

1.2 Introducing second language teacher education as a field of inquiry

The field of inquiry that became known as second language teacher education is typically seen as dealing primarily with teacher development in TESOL. This is despite it having the phrase 'second language' as a part of its

---

[3] This research belongs to second language teacher education as a field of inquiry, and it is mainly to this field that I envisioned it eventually contributing. For this reason, from the very beginning it was mainly the literature within this field that I engaged with. Yet, I understood that professional development is not a prerogative of English language teachers and that practitioners of other professional fields engage in it too. I also guessed that there must have been research conducted with these practitioners and was prepared to learn from it. I knew that there must be specifics to professional development within different fields but did not consider this to be a reason for building barriers between different bodies of literature. However, I soon found, as Webster-Right (2009) previously pointed out, that research of professional development was the richest in education. Within other fields, there was overall far less research of professional development, and most of it was represented by evaluations and commentaries on best practices. This is why, in the end, it was only the literature on professional development in mainstream education that I considered in addition to the one from the field of this research. I used this literature to further enrich what I was learning from second language teacher education as a field of inquiry, and I will refer to it where appropriate.

name, meaning that development of teachers of languages other than English can be of relevance to it too (Wright 2010, p.260). In its essence, the aim of the field is to provide support to the practice of educating English language teachers through research and scholarly discussion of relevance to thereof. The field represents a rather recent phenomenon, especially compared to practice that it aims to support. Its emergence is often believed to have been marked by the publication in 1990 of an edited volume by Richards and Nunan (D. Freeman 2009).

Despite being only a few decades old, the field has generated numerous ideas concerning professional development in English language teaching. These ideas have been synthesized within various state-of-the-art literature reviews (Borg 2006; Crandall 2000; Johnson 2006; Mann 2005; Richards 2008; Tsui 2011; Velez-Rendon 2000; Wright 2010). Yet, despite the effort of the reviewers, it is still hardly possible to speak of a unified understanding of professional development that the field suggests. The ideas that the field offers are numerous and diverse, and anyone interested in professional development in English language teaching is likely to prioritize some of them over the others or to connect them differently. The differences that exist between literature reviews prepared by different scholars can be seen as evidence supporting this.

Given this, here, I will not try to describe the understanding of professional development that the field suggests but will instead focus on the ideas that were developed within it. By doing so, I will address two aims. Firstly, I will explicate the origin of my understanding of professional development, which shaped this research. Secondly, I will picture in broad terms where this research, when I just started it, set out to contribute. For this purpose, I will tell a story of how the thought within the field evolved. In the story, I will highlight the ideas that were developed within the field and that I believe became key. I will also provide my explanation of how they came into being and how they connect with each other.

In telling the story of how the thought evolved within the field, I will rely on the primary sources from it as well as the existing literature reviews. Yet, as any story, this one should not be expected to provide a comprehensive and objective account of what happened. As I will explain in Chapter 3, stories are by their nature selective, and so is this one. They reflect the understandings of their narrators with regard to what happened, and this is how what follows should be read. This story will form a foundation for the discussion that will follow it of my understanding of professional development, its implications for this research, and the exact aim that this research addressed.

1.3 The story of how the thought evolved within the field

1.3.1 The 'postmethod condition'

For decades, up until the early 1990s when second language teacher education as a field of inquiry emerged, TESOL had been largely preoccupied with the search for 'the best method' (Prabhu 1990). This was the method that would allow learning a language in the most effective way (Tsui 2011). This effort spawned many approaches and techniques, including communicative language teaching and task-based learning along with the more dated audiolingualism approach, total physical response, and more (Howatt & Widdowson 2004). In itself, the search for 'the best method' was grounded on the understanding that there could be one best method and that the key task was to find it (Prabhu 1990). There was an expectation that, once 'the best method' was found, all teachers could be trained in it and that this would ensure high quality of teaching (ibid.). By the 1990s there, however, came dissatisfaction with this pursuit and the assumptions that informed it.

Prabhu (1990), a prominent figure in the discussion that led to the dissatisfaction, explained that teaching becomes poor not when it is done with a different method but when it is done mechanically. Teaching in its turn becomes mechanical when it is done without understanding why it is being done in this particular way or when it contradicts a teacher's own

understanding of how learning occurs and how teaching can best support it. As an alternative, Prabhu (1990) proposed practitioners search for the best method internally by surfacing their beliefs, problematizing them, and developing their own sense of plausibility, or pedagogic intuition. This discussion led to a shift in understandings and started a new period in TESOL history, which became known as the 'postmethod condition' (Kumaravadivelu 1994).

The dawn of the 'postmethod condition' shifted the focus away from approaches, methods, and techniques and brought teachers into it instead. This created favourable conditions for second language teacher education as an emerging field of inquiry. The shift discredited the earlier understandings about good practices in preparing teachers and raised questions about what these practices should be instead, the need to answer which paved the way for the field being established. More than that, the shift created interest in teachers and brought about what became known as teacher cognition research, or research with a broad focus on what teachers think, believe, and know (Borg 2003). This research further challenged how teachers and their role in the classroom are understood, providing further food for thought, raising even more questions, and giving further impetus to the field.

1.3.2 Teacher cognition research

Teacher cognition research that has been conducted in language teaching overall generated very rich insights, which in many ways parallel the ones obtained through research with a similar focus in mainstream education (Borg 2006; Johnson 2006). Firstly, it provided empirical evidence for the claim that what teachers think, believe, and know is of direct relevance to their practice, which was made as a part of the argument for the end of the search for 'the best method'. It showed that teachers' mental lives lie at the heart of what they do and cannot be ignored (ibid.). It pointed out that beliefs that teachers have provide important guidance for their practice, though the extent to which teachers are able to enact what they believe may

be affected by contextual factors (Burns 1996; Johnson 1996). It further specified that beliefs that are of relevance to teachers' practice are wide ranging. They include, but are not limited to, the nature of teaching and learning, the roles of the teacher and the learners, the subject matter, the curricula, the learners, and the self (Borg 2006).

More than that, teacher cognition research helped to understand where beliefs come from and what can affect them. It brought to the fore the important influence of teachers' past experiences as learners (Bailey 1996; Farrell 1999; Johnson 1994; Numrich 1996), which became known as an 'apprenticeship of observation' (Lortie 1975). Similarly, it highlighted the importance of the teachers' past experiences as teachers (Bailey 1996; Burns 1996; Richards 1996; Woods 1996). Finally, it uncovered a complex relationship between teacher beliefs and teacher education. On the one hand, research generated evidence that teacher education has the potential to affect teacher beliefs (Richards, Ho, & Giblin 1996). On the other hand, it was noticed that once formed, teachers' beliefs, knowledge, and patterns of thinking are resistant to change and can serve as a filter sifting new information (Peacock 2001; Urmston 2003).

All in all, teacher cognition research established the view of teachers as "active, thinking decision-makers who make instructional choices by drawing on complex, practically-oriented, personalised, and context-sensitive networks of knowledge, thoughts, and beliefs" (Borg 2003, p.81). This view was radically different from the one that was common before the teacher cognition research challenged it and that seemed to suggest that teachers are passive transmitters of the curriculum. The new understanding of who teachers are in its turn fed into thoughts around what it means to develop as a teacher and how development of teachers can be supported. It further provided the background for a reflective model of teacher development coming into prominence, which in itself became an answer to some of the early questions that second language teacher education as a field of inquiry dealt with.

1.3.3 Reflective model of teacher development

The reflective model is an approach to teacher development that is informed by a wide range of works but most notably by the ones by Dewey (1933), Schön (1983, 1987), and van Manen (1995). It is based on the understanding that teachers are practitioners with a wealth of knowledge, which comes from practice and of which they may not be aware (Wallace 1991). It is further suggested that teachers can become better practitioners if they reflect on their practice, externalize and problematize what guides them in it, and become aware of the knowledge that they have (ibid.). Today, it has become an 'axiom' that "[b]eing reflective assists teachers' lifelong professional development, enabling them to critique teaching and make better-informed teaching decisions" (Burton 2009, p.298). Tsui (2003) goes as far as to suggest that reflection and constant problematization of what appears to be unproblematic is what distinguishes expert teachers.

Having risen to prominence in discussion around how teachers develop and how their development can be best supported, the reflective model casts into the shade two other models that once dominated the practice of teacher education. These are the craft model and the applied science one. According to the former, teachers used to be seen as craft artists, who could become successful in their practice if they learned a number of techniques. Therefore, equipping teachers with new techniques was what lied at the heart of the practice of supporting teachers' development within this model (Wallace 1991). In contrast, within the applied science model, English language teachers were viewed as applied scientists, the success of whom depended on how well they were familiar with science and how accurately they applied it in their practice. Therefore, equipping English language teachers with comprehensive knowledge of science and encouraging them to accurately apply it in their practice was what constituted good practice in supporting teacher development within this model (ibid.).

1.3.4 The notion of teacher change

With the reflective model coming into prominence, the question of what counts as a desirable outcome of professional development was raised and then answered. Usually, it is a change that professional development was and is still believed to be about (Desimone 2009; Guskey 2002). If no change happens, it is typically assumed that professional development did not take place (ibid.). The question is, however, how a change is understood. Historically, a change was expected to happen to teachers' practice. Yet, with greater awareness of the importance of teachers' mental lives to their practice, this view changed. As Freeman (1989) explains, a change does not necessarily mean doing something differently. A change can also take place at the level of awareness of one's own practice, knowledge of relevance to the activity of teaching, or attitude towards oneself as a teacher or activity of teaching. Such changes may not be directly translated into behaviour or, even if translated, they may not be easily observable, but this does not make them less valuable.

Moreover, Freeman (1989) suggests that change needs to be thought of broadly. As he emphasizes, change should not be thought of as implying a drastic difference, be it to the teachers' behaviour or their mental worlds. Small shifts are enough to say that a change has happened. Similarly, even a mere reaffirmation of the current practices is also change, and it is still of value. In addition, Freeman (1989) cautions against rush in making a judgement about what changes have taken place. As he makes clear, some changes may take time to fully come into place, and some can be only a beginning of further exploration. This position was later reiterated by others (Farrell 2007; Richards 1998).

1.3.5 The question of the knowledge base

Concurrently with these developments, the question of the knowledge base of English language teaching was in itself questioned and subsequently re-framed. Knowledge base as a concept is the knowledge that is deemed to underpin the activity of language teaching and, thus, is expected to be

addressed within teacher education. Traditionally, the question of the knowledge base was framed as a 'what' question. In other words, the question used to be what needs to be taught to teachers (Freeman & Johnson 1998). The traditional answer in its turn included two components: language and knowledge about it, on the one hand, and teaching, on the other (Graves 2009). Richards (2008) called these two components "knowledge about" and "knowledge how", or content knowledge and pedagogic knowledge. With time, the "knowledge about" component expanded and included other subjects such as discourse analysis, second language acquisition, and many more (ibid.). The two components were usually taught in a 'compartmentalized' way with an expectation that teachers would discover themselves how to utilize this knowledge in their practice (Graves 2009).

In light of the insights of teacher cognition research as well as other developments within second language teacher education as a field of inquiry, it became clear that "giving more research knowledge to teachers does not necessarily make them better practitioners" (Freeman & Johnson 1998, p.402). In line with this, there came a call for reconceptualizing the knowledge base and situating it in the very activity of language teaching (Freeman & Johnson 1998). More specifically, it was suggested to shift the focus of discussion around the knowledge base from what needs to be taught to teachers to teachers themselves, contexts of their work, and the nature of language teaching (ibid.). As a result, the question of the knowledge base was re-framed and became primarily a 'who' question. As Graves (2009, p.120) explains, "The issue is not *what* is relevant – almost anything can be made relevant to language – but *who* makes it relevant, how, and why. In other words, teachers themselves need to conceptualise and experience the relevance in their practice" (emphasis in the original).

1.3.6 Problematization of the theorisers-practitioners divide and legitimization of teachers' knowledge

In line with the changing understanding of who teachers are and what their development is supposed to be about, the divide between theorisers and practitioners was problematized (Kumaravadivelu 1994, 2001, 2006). Traditionally, the roles of the two were seen as separate with the former being seen as responsible for producing theories and the latter – for making themselves aware of these theories and following them in their practice. In the early 1990s, it was, however, argued that, rather than using theories as guidance, practitioners should refer to them as a means to theorise, problematise, and further develop what they are already doing. In this way, practitioners were invited to become theorisers of their own practice for them to eventually practice what they theorise (Kumaravadivelu 1994, p.27).

Along with this, the very idea of professional development was re-conceptualized. While traditionally professional development was thought of "as something that is done by others for or to teachers", teachers started to be seen as key actors in it (Johnson 2009b, p.25). Furthermore, the understanding of what can be seen as an appropriate site for teacher development was broadened and included teachers' classrooms and their informal social and professional networks (ibid.). Eventually, the value of what teachers know and think was reconsidered, and they themselves were recognized as creators of legitimate knowledge (Canagarajah 2006; Johnson 2006).

1.3.7 The sociocultural turn

With the new understanding of professional development coming into place, interest arose in how teachers actually learn (Freeman & Johnson 1998). In research and discussion around teacher learning in its turn, sociocultural theory was found by many to be a useful lens (Johnson 2006, 2009a). It happened to the extent that it even became common to speak of the sociocultural turn in second language teacher education (Johnson 2006).

Sociocultural theory is a theory of learning that has its roots in the works of Vygotsky (1978, 1986) and connects the cognitive and the social realms in relation to learning. According to the theory, cognition is formed through engagement into a social activity, which in its turn is described as a purposeful interaction between actors, or particular individuals, and the world (Johnson & Golombek 2011a). The theory further foregrounds that such interaction and subsequently the process of formation of cognition is not direct but mediated by artefacts and cultural representational systems.

Sociocultural theory has made many contributions to second language teacher education as a field of inquiry, but many consider recognition of the important role of context in teacher learning to be the key among them (Johnson 2006; Johnson & Golombek 2011a; Richards 2008). To be more specific, the sociocultural theory challenged the cognitive view of learning, according to which learning is seen as an individual process of appropriation of knowledge and skills. It brought to the fore that learning does not happen solely in the mind of the learner independently from the context within which learning occurs. Further research has shown that the context needs to be thought of broadly and not only as the immediate physical and social environment of where learning happens. The context of where teachers are going to use what they learn is of relevance too (Childs 2011; Johnson & Golombek 2003; Singh & Richards 2006). Similarly, broader historical, political, economical, and sociocultural contexts need to be taken into consideration (Johnson 2006; Simon-Maeda 2004).

1.3.8 The concept of identity

With greater awareness of the interplay between context and professional development, identity emerged as a lens that was found suitable for making further sense of the latter (Beijaard et al. 2004). In the context of teaching, identity is generally understood as how teachers see themselves as teachers (ibid.). This understanding is often further enriched by reference to particular identity theories with the theory of situated learning and poststructuralist approaches to identity being most popular (Varghese et al.

2005). The former, developed by Lave and Wenger (Lave & Wenger 1991; Wenger 1998), introduces the concept of community of practice and describes learning as a process of gaining full membership in it and developing a relevant identity (e.g. Singh & Richards 2006; Tsui 2007). The latter, represented by a wide range of theories, emphasizes the important role of power relations and of language in maintaining them (examples of studies: Golombek & Jordan 2005; Trent 2012).

Overall, identity is still a rather new concept in research with English language teachers (Miller 2009; Singh & Richards 2006). This is despite it being already used extensively in research with language learners (ibid.). The number of studies focusing on English language teachers and using the concept is, however, growing rapidly, paralleling the booming interest in identity in social sciences in general. The research that has already been conducted has reaffirmed the relevance of the concept to the study of teaching, teachers, and their development. Today, many already take it for granted that identity lies at the core of teaching and that focusing on it is the way forward in developing further the understandings of relevance to the field of second language teacher education (Tsui 2011; Varghese et al. 2005).

1.3.9 Taking stock

Since the time of its emergence in 1990s, second language teacher education as a field of inquiry has come a long way in developing ideas around who teachers are, how they develop, and how their development can be best supported. Teachers were recognized as key actors in the classroom, agents of their own development, and creators of legitimate knowledge. Their mental lives were acknowledged to lie at the heart of what they do and how they develop. They were further found to be complex and shaped by many factors with past experiences being most significant among them. The idea of professional development as development of how teachers think became firmly established, and reflection became widely accepted as essential for it to happen. Encouraging teachers to reflect and focusing on them rather than

on the content to be taught started to be seen as a cornerstone of good practice in supporting professional development. Sociocultural theory and the concepts of teacher cognition and identity further helped to better understand how development happens. Altogether, they foregrounded the importance for it of the context construed broadly and of the teachers' existing understandings.

1.4 My understanding of professional development

All of these ideas influenced my understanding of professional development and became a part of it. To be more specific, in light of them, I understood professional development as being about teachers themselves and, even more than that, about their mind. I saw teachers as beings with complex mental lives and their mental lives as main shapers of their practice. I considered the aim of professional development to be to enrich teachers' mental lives and to bring a positive change construed broadly to how they think about themselves and what they do. I had an expectation that such a change would inevitably get reflected in what teachers do, though it may take time or happen in a way that might be too subtle to be observed. I further believed that only practice in supporting professional development that puts teachers into the centre of attention, promotes reflection, and avoids methodological prescriptivism could be considered good.

Sociocultural theory and the concepts of teacher beliefs/cognition and identity were for me different lenses that could equally be helpful in understanding how professional development happens. Yet, I found the lens of identity particularly appealing. I believe that a teacher is first of all a person and find that the lens of identity with its more holistic view of teachers and their development better accounts for this. It was, therefore, this lens that I adopted first when I started this research. More specifically, I adopted the lens of professional identity, which I understood as how a person sees himself or herself as a professional being. This includes but is broader than how a teacher sees himself or herself as a teacher, or in other words, what became known in the literature as teacher identity (Beauchamp

& Thomas 2009; Beijaard et al. 2004; Tsui 2007; Varghese et al. 2005). In light of this, I considered professional development to be about changes construed broadly to teachers' professional identity.

Here it is worth giving an example of professional identity and changes to it, and I will use myself and my past for this purpose. Before I started this PhD, I taught English to first year undergraduate students at a university in Istanbul, Turkey. This was my first full-time job. Up until it, I was mostly a student: I finished high school, did an undergraduate degree, and then a master's with no breaks in between. Starting the job, I still saw myself as a student, but later this changed. I taught classes, marked students' tests, provided feedback on writing, and did everything else that teachers typically do, and little by little, I started to see myself as a teacher. I developed a professional identity. I was an English language teacher. This was what I said when I met new people, how I described myself on my Twitter account, and how in a moment of reflection I answered to myself the question of who I was.

My newly developed professional identity of an English language teacher was tightly linked to my workplace. To myself, I was not just an English language teacher. I was a teacher who taught university students. I was also a particular type of teacher, and this was a part of how I felt about myself as a professional. I was in between two camps, as I saw it at that time: native English-speaking and local teachers. I was an expatriate, living and working away from my home country, Belarus, and in this way I was similar to many native English-speaking teachers. I was, however, fluent in Turkish enough to translate a difficult passage in a reading text for my students and to understand their conversations among themselves. I felt local. It is such a sense of who one is as a professional that I called professional identity, and it is to changes to it that I referred to as professional development.

In using the concept of professional identity, I did not subscribe to any particular identity theory. I did, however, appropriate the ideas surrounding the concept that became rather well established in the current second

language teacher education literature. These ideas were summarized well by Varghese et al. (2005), and they are that:

- Identity "is not a fixed, stable, unitary, and internally coherent phenomenon but is multiple, shifting, and in conflict" (p.22);

- It "is not context-free but is crucially related to social, cultural and political contexts" (p.23); and that

- It "is constructed, maintained, and negotiated to a significant extent through language and discourse" (p.23).

In other words, I recognized that how the teachers saw themselves as professional beings could change, that this view of theirs was shaped by their environment, and that it was not necessarily free of contradictions. I also recognized that the teachers constructed, maintained, and negotiated this view as they communicated, both with others and me. Indeed, my professional identity changed when I started PhD. From seeing myself purely as a language teacher, I started to see myself also as a researcher. My new environment, the University of Manchester, and my new role, PhD student, fostered this professional identity in me. It was negotiated and constructed through my interaction with my supervisors, PhD colleagues, research participants, and academics at conferences and reflected in how I talked with others and myself. In seeing myself as both a language teacher and a researcher, I was not put off by the obvious contradiction: I actually did not teach language to anyone at that time, and all that I was doing was research.

Engaging with professional identity as I was doing this research, I found it to intersect and complement each other with teacher beliefs. I defined teacher beliefs as propositions of truth of relevance to teaching. An example of them is my conviction that rapport with students is key to good teaching. This conviction is what I believe to be true, and it underpins how I interpret my duty as a language teacher. For me, building rapport with students is a part of language teaching. This is what I need to do and what I do, and it is

reflected in how I see myself as a language teacher. I then added the lens of teacher belief to my understanding of professional development. This all then meant that asking "How did professional development happen for the four teachers?", which was the question that I started this research with, I was, in fact, asking:

- What changes construed broadly happen to the teachers' professional identity and teacher beliefs and how did they happen?

1.5 Implications of my understanding of professional development for this research

My understanding of professional development had a significant shaping influence on this research when I started it. Firstly, it became the background against which I made a judgement about the suitability of the MA TESOL programme at the University of Manchester as a context for this research – the judgement that I will discuss in the next chapter. Secondly, it supplied the initial ideas for how to design this research. These ideas were as follows:

1. To investigate professional development by focusing on teachers and specifically on their mental lives;

2. from their own perspective;

3. within the broader context of their lives;

4. with special attention given to the changes construed broadly to their professional identity and teacher beliefs;

5. and their contexts of work and past experiences as learners and teachers considered.

I do not think there is a need to explain points 1, 2, 4 and 5 given all that has already been discussed. The point 3, however, may benefit from some further explanation. I was interested in researching professional development within the broader context of teachers' lives having been

inspired by the observation in identity research that some previous studies might have been too atomistic (Varghese et al. 2005). I had a hunch that indeed they were and that more could be learned about professional development if the focus was broadened.

Next, I will situate this research among previous studies with a similar focus. For this purpose, I will firstly explain how I searched for such studies and summarize what they tell. I will also highlight the insights from them that stood out for me and became important for this research. Following this, I will show how this led to me updating my initial ideas for this research and finish this chapter by considering distinguishing features of this study.

1.6 Similar previous research

1.6.1 Search strategy

In order to identify previous research similar to this one, I conducted a systematic literature review. For this purpose, I searched for relevant publications using the following strategies suggested by Hart (2001):

- Snowballing, or tracing the references of the closely related publications that I had already identified through general reading on the topic as well as tracing those who cited these publications. Within this research, it was Borg (2003, 2006a, 2015), Freeman (1989, 2002, 1996), Freeman and Johnson (1998), and Johnson (2006) that provided the starting point.

- Searching databases. The databases that I turned to were British Educational Index, Australian Educational Index, and Educational Resources Information Centre (ERIC). These are the databases that are often suggested as most comprehensive for research in education. The key words that I used were as follows:

Table 1 Search words

English language teach* OR	Professional development OR

English teach* OR TESOL OR TEFL OR ELT	teacher development OR professional learning OR teacher learning OR teacher education OR teacher preparation

- Searching for publications using Google Scholar engine and the University of Manchester library catalogue with the same key words. This allowed identifying studies published as books or book chapters that the databases, which tend to focus mainly on journal articles, might have missed.

- Searching manually the key journals in the area, which allowed checking for the research that might have been based on the use of different terms but that was still of relevance. The journals that I searched included TESOL Quarterly, Language Teaching, Teaching and Teacher Education, and System. These were the journals that published the studies that I had identified through other strategies. I searched them up to 1990, which is when second language teacher education as a field of inquiry emerged.

1.6.2 Focus

The exact focus for the review emerged through the very process of searching the literature. Initially, I was interested in what has been written about professional development of experienced language teachers. For me, an experienced teacher was someone who had more than a year of teaching experience. I did not see experienced teachers as fundamentally different from teachers who are just training to become teachers or those who have been teaching for less than a year (aka prospective and novice teachers). However, I knew that my participants were going to be experienced. This is because the University of Manchester, where I was going to situate my study, requires prospective MA TESOL students to have at least three years of teaching experience to be allowed to do the programme. It was for this

reason that I chose to prioritize the literature on experienced language teachers.

Narrowing the focus to professional development of experienced English language teachers made the scope of my reading more manageable but only to a certain extent. This is because the literature on experienced teachers, despite being only a fraction of everything that has ever been written about professional development in TESOL, proved in itself to be very rich. There are hundreds of publications discussing professional development of experienced teachers: what it is, how it happens, and how it can be best supported. To some extent, though, the impressive amount of studies that I was able to find is due to me being not restrictive while searching the literature. I did not look only for the studies that designated their focus specifically as professional development. Instead, I allowed space for other related terms, such as teacher cognition, learning, and identity, as long as the main focus was on some form or aspect of teachers' development as teachers.

Broadly, research on professional development of experienced teachers in TESOL can be grouped into two categories: research that focuses on what can be called informal professional development (or independent learning) and research that looks at professional development supported formally. The former encompasses a wide range of activities a teacher can engage in independently (without formal support) to grow professionally. This can include, for example, reflection, collaboration, and networking (e.g. Barr & Clark 2012; Colliander 2018). The latter concerns professional development through activities and courses designed by others for teachers to facilitate their growth. Such activities and courses are often called in-service teacher trainings (INSETs). There are also some studies lying at the intersection between the two categories. Typically, these are studies focusing on how teachers engage in professional development within a certain area while allowing space for both formal and informal forms of it (e.g. Dayoub & Bashiruddin 2012; Wichadee 2012). This research belongs to the second of

the two categories (the one focusing on professional development within INSETs), and for this reason, it was to it that I allowed more attention.

When it comes to the INSET literature, it is similarly rich and has some further sub-categories:

- Evaluations of particular INSETs and reports sharing experience and best practices in delivering them (e.g. Bai 2014; Wong 2013; He et al. 2011);

- Evaluations of specific tools and approaches that can be used in INSETs and reports sharing experience and best practices in using them (e.g. He & Prater 2014; Mishan 2011; Yuan & Lee 2015);

- Studies focusing on teachers' experience of and views on attending certain INSETs (e.g. Lin 2015; Yan & He 2012; Yan & He 2015);

- Studies using a particular INSET as a research context to understand how teachers learn (e.g. Mak & Pun 2015).

These categories are not clear-cut, and there is a significant overlap between them. The case of Yan and He (2012), which I placed within the third sub-category (studies focusing on teachers' experience of and views on attending certain INSETs), provides a vivid example. Yan and He (2012), as the sub-category suggests, did indeed focus on teachers' experience and views. However, they framed their research as an evaluation, which means that it could also have been assigned to the first sub-category (evaluations of particular INSETs and reports sharing experience and best practices in delivering them). As in the case with Yan and He (2012), the notion of the sub-category is often just a matter of the degree of emphasis that a particular study makes on different aspects of INSETs. These aspects are INSETs themselves, tools and approaches used within them, experience and views of teachers who attend them, and learning that happens within them.

The INSET literature intersects another block of literature, which was of particular relevance to this study and with which I also engaged. This is

literature on master's programmes in TESOL. Within this literature, it is uncommon for the distinction to be made between pre-service, novice, and experienced teachers, and different kinds of teachers are often engaged as research participants simultaneously. There are, however, similar sub-categories within this literature:

- Evaluations of particular programmes and reports sharing experience and best practices in delivering them (e.g. Singh & Richards 2006; Slaouti & Motteram 2006; Woodrow 2011; McNeil 2013);

- Evaluations of specific tools and approaches that can be used within the programmes and reports sharing experience and best practices in using them (e.g. Chen 2012; Le & Vásquez 2011; Lynch & Shaw 2005; Rogerson-Revell et al. 2012; Sun & Chang 2012; Wharton 2003);

- Studies focusing on teachers' experience of and views on certain programmes or particular aspects of them (e.g. Cho 2013; Hughes & Bruce 2013; Kong 2014; Park 2013);

- Studies using a particular programme as a research context to understand how teachers learn (e.g. Freeman 1996; Numrich 1996; Phipps 2010).

Master's programmes also regularly serve as a context for participant recruitment for research on nearly any topic in TESOL. In addition, there has been some research exploring provision and student experience of master's programmes in TESOL on national level (e.g. Camilla & Donna 2009; Copland et al. 2017; Govardhan et al. 1999).

Literature on INSETs and master's programmes in TESOL became the two main blocks of literature that I engaged with as I searched for previous research similar in its focus to this one. Within these two blocks, I was more interested in the publications falling into the last sub-category for each of them. These are studies using a particular INSET or master's programme to

understand how teachers learn. This is because studies within this sub-category were the closest to my own plans for this research. In particular, I was interested in any empirical research that has been done with experienced language teachers taking a course (preferably a master's programme) and that focused specifically on how teachers develop. Looking for such studies, I used my understanding of development and searched for the ones that focused primarily on teachers themselves and their mental lives. I further formulated certain selection criteria to guide me through the search process.

1.6.3 Selection criteria

My selection criteria included two kinds of criteria: inclusion and exclusion. The inclusion criteria specified the features that I expected a particular study to have for me to include it into the list of studies to be reviewed within this thesis as similar previous research. The exclusion criteria in their turn outlined what kind of studies I discarded from the review. My inclusion criteria were as follows:

- Empirical research

- Published in English[4]

- Of high quality

- Conducted within the context of a course for experienced teachers or the one that was taken by them

- With English language teachers who teach English as a foreign/second language as participants

- Focusing primarily on the teachers and their mental lives

---

[4] I did consider including publications in a language other than English at least for the languages that I am fluent in (Russian and Turkish) but found few publications in these languages that were both of good quality and aware of the 'post-method condition'.

- Contributing to understanding professional development or some
  aspect of it, be it even under a different name

The exclusion criteria were:

- Literature review, commentaries, think pieces

- Published in a language other than English

- Of mediocre quality

- Conducted within the context of teachers' usual work or one-off
  workshop, seminar, lecture, collaborative project

- With teachers of other subjects or teachers who teach English as the
  first language as participants

- With the main focus on anyone or anything other than the teachers
  and their mental lives (e.g. teacher educators, school, community,
  etc.)

- Not contributing to understanding professional development (e.g.
  rather than questioning how professional development is understood
  and how teachers actually develop, suggesting solutions through
  sharing good practices or evaluating such solutions)

I did not apply these inclusion/exclusion criteria bigotedly and, if a
particular piece of research did not fit the inclusion criteria precisely but
looked trustworthy and relevant, I included it. For example, this was the
case with Freeman (1996). Freeman (1996) conducted his research with
teachers of French and German as a foreign language as participants, which
according to the criteria required excluding the research from the review.
However, the research has generated important insights of high quality
about professional development of practicing teachers taking courses to
further their development, and for this reason, I decided to include it. In
other words, the inclusion/exclusion criteria provided a general principle
for selection of relevant research. However, the ultimate decision to

whether to include or exclude a particular piece of research was based on my judgement of its trustworthiness and relevance for the focus of the review.

1.6.4 An overview of the results

Through this process, I identified ten studies, which are summarized in Table 1 in Appendix A. As it appears from the table, except for one study (Golombek & Johnson 2004), none of the previous research that I identified used professional development as a term to designate its focus. Instead, the focus was described as teachers' learning (Lee 2010; Nauman 2011), thinking (Borg 2011; Freeman 1996; Kubanyiova 2009, 2012), identity (Lee 2013), and beliefs and practices (Lamb 1995; Lamie 2004; Phipps 2010). I, however, judged all this research as being about professional development because I found it in its thrust to be about teachers' development as professional beings, which fitted my understanding of what professional development was.

1.6.5 Insights generated by the previous research

As the inclusion criteria for this review required, all of the studies allowed attention to the teachers' mental lives. However, there was a significant difference in how different researchers did this and in the exact purposes that they pursued. Some researchers focused solely on teachers' mental lives and attempted to better understand the processes that happen in teachers' minds as they engage in professional development (Borg 2011; Lee 2010, 2013). Others instead focused on both teachers' mental lives and their practice. Yet, in doing so they once again often pursued different purposes. Some of the researchers focused on teachers' mental lives to better understand their practice and any changes to it (Lamb 1995; Lamie 2004). Others did the opposite: they allowed attention to teachers' practice to better understand what was happening in their minds (Kubanyiova 2009, 2012). Finally, Freeman (1996), Nauman (2011), and Phipps (2010) investigated the interaction between the two, namely teachers' practice and their mental lives within the context of professional development courses.

Despite this diversity within the previous research, the results that it generated are rather compatible. These results are also largely consistent with how professional development of English language teachers has been described elsewhere, namely within the contexts of pre-service education and teachers' usual work (Borg 2006; Johnson 2006; Wright 2010). The research has shown that teachers' professional development is very individual and that their mental lives lie at heart of it (all of the research included in this review). It has further highlighted the importance of the context of teachers' usual work and of their past experiences as teachers and learners for how they develop (ibid.). Finally, the research brought to the fore that professional development rarely brings radical changes to how teachers think and what they believe in and that there is a degree of continuity in their mental lives despite any changes (ibid.). These were, however, not the only findings that the previous research generated. There were some more, and I will now highlight those of them that stood out for me and became important for this research.

1.6.6 Insights of particular importance for this research

The previous research has shown that at a mental level teachers interact with a professional development course rather than merely absorb ideas from it. For example, there is evidence that teachers do not find all the ideas presented within a course of equal importance for them. Instead, they select what to take away. More than that, they often make their own meaning of the ideas. This is particularly clear from the research by Lamb (1995), within which he explored the extent to which teachers took up the ideas they were presented with within a two-week course about teaching reading to undergraduates. Through interviews and observations, conducted one year after the course was complete, Lamb (1995) found that on average the teachers took up four ideas, which was much less than the total number of ideas presented within the course. Lamb (1995) also observed that the teachers often made their own meaning of the ideas that they encountered. For example, he noticed that there were instances when the teachers used

ideas from the course to justify a change in their practice but in a way that was not intended by the course.

Furthermore, the research has shown that in teachers' mental interaction with a professional development course, emotions, and particularly negative emotions, play an important role. Golombek and Johnson (2004) explicated this when they analysed narratives written by three teachers as a second/foreign language in three different contexts using Vygotskian (1978, 1986) sociocultural theory and aiming to understand how narrating their experience could help teachers develop. Phipps (2010) provided further evidence of this. He investigated the development of grammar teaching beliefs and practices of three English language teachers taking an MA TESOL programme in Turkey and, over 20 months, conducted multiple interviews and observations. Like Golombek and Johnson (2004), he noticed that the teachers' cognition was interwoven with their emotions and that their negative emotions could serve as an impetus for development.

The research has also shown that teachers' thoughts about the future are of direct relevance to their mental interaction with a professional development course. This is evident from Kubanyiova's (2009, 2012) research, within which she conducted grounded theory ethnography within the context of a year long course on motivation. Kubanyiova (2009, 2012) conceptualized professional development as a conceptual change and developed a model of it based on the data, which she generated through multiple observations, interviews, and questionnaires. The model is based on the use of the concept of ideal future self from the possible selves theory and explains the necessary conditions for a meaningful conceptual change to happen within a professional development course. The core condition that Kubanyiova (2009, 2012) identified was that the input from the programme has to be of relevance to teachers' ideal future selves, or, otherwise, the teachers will find the input interesting to know but will not engage with it deeply.

The research further suggests that expert knowledge and language play an important role in teachers' mental interaction with a course and can serve

as intermediaries in their professional development. Freeman (1996), who followed four practicing high school teachers of French and Spanish as a foreign language through an MA in Teaching programme, showed that expert knowledge, or knowledge produced through empirical and conceptual research by experts in the field whoever they might be, provides teachers with language to rename their experience. Through interviews, observations, and analysis of artefacts produced by the teachers during the programme, Freeman (1996) also made it clear that renaming their experience can further help teachers to deepen their understanding of it and improve their ability to explain their practice. This in its turn is necessary for teachers to be able to critically examine what they are doing and to consider making changes to it. Similar observations were made by Golombek and Johnson (2004) in the context of their research mentioned earlier of narration of experience as a tool for development.

The importance of language and expert knowledge for teachers' professional development was further highlighted by Nauman (2011), though in a different way. Nauman (2011) explored teacher learning of one English language teacher on a year-long series of seminars about literacy as communication. As a framework for her exploration, Nauman (2011) used sociocultural understanding of concepts. According to this understanding, to become true concepts, or the concepts capable to guide practice, scientific (abstract) concepts need to be linked with everyday (experiential) concepts. Through interviews, observations, and analysis of all spoken and written material produced during the seminars, Nauman (2011) explicated this process. She showed that, prior to attempting to teach in accordance with the concept, which was abstract, the teacher had to comprehend it by linking it with an everyday concept and to gain an ability to articulate her understanding.

In the same way as expert knowledge and language, activities that teachers engage in as a part of a course are important for their mental interaction with it and can serve as intermediaries of professional development. This is an observation made by Lee (2013), who investigated the development of

identity as writing teachers by four English language teachers following their participation in an elective course in Reading and Writing: Teaching and Learning within an MA in ELT in Hong Kong. Lee (2013) conducted two rounds of semi-structured interviews and examined the artefacts produced by the teachers during the course. She found that it was the very act of writing regularly within the course that helped the teachers to discover joy in writing, and it was this that led to shifts in how they thought about writing and themselves as teachers of it.

1.6.7 Implications for this research

All of the findings discussed above became important for this research and informed it. They provided further guidance regarding what to pay attention to in addition to teachers' contexts of work and past experiences as teachers and learners while investigating professional development. As a result, within this research, I decided to also consider teachers' preferences of certain ideas over others, emotions, thoughts about future, and language that they use to talk about their experience. Similarly, I decided to take a note of expert knowledge that the teachers are being exposed to and activities that they are getting involved into as a part of the MA TESOL programme. Furthermore, in light of the previous research, I chose to investigate professional development as it was still unfolding. The previous studies that did so appeared to have produced richer results. This is not to mention that, in addition to supplying more ideas for how to conduct this research, the previous research reinforced the initial ones.

1.7 My initial ideas for this research

As a result, the list of my initial ideas for this research became as follows. Within this research, I decided to investigate professional development:

1. within the context of the entire MA TESOL programme at the same time as the programme was happening;

2. by focusing on teachers, and specifically on their mental lives;

3. from their own perspective within a broader context of their lives;

4. with special attention given to the changes construed broadly to their professional identity and teacher beliefs; and

5. their contexts of work, past experiences as learners and teachers, emotions, thoughts about the future, language, the activities that they get involved in, and expert knowledge that they get exposed to within the MA TESOL programme as well as their preference of and interest in particular topics considered.

1.8 Distinguishing features of this research

As the systematic literature review makes it clear, this research is not unique. There has been some outstanding research done before with a focus on development of experienced language teachers taking courses. There are, however, some features of this research that make it stand out. Firstly, most of the previous research has been conducted by course conveners. For example, out of the ten studies discussed above only Borg (2011) did not take part in the delivery of the course he conducted his research at. In contrast, I was solely a researcher. The relationship between the researcher and the researched is central to what ends up being found. This is especially true for interview-based research – the point that I will make in the Methodology chapter (Chapter 4). There is little research of teachers' development in TESOL that does not use interviews as at least one of the methods. For example, all of the studies reviewed above did. The different nature of the relationship between my participants and me, therefore, placed me well to offer a fresh perspective on the rather well researched topic.

Secondly, this research was done with a rather broad lens. It was situated within a year-long programme, which provided a rich selection of topics, and, as I will explain in more detail in the subsequent chapters, encouraged the teachers to make their own meaning of their development. In contrast, most of the previous studies were conducted either within shorter courses

(e.g. Borg 2011; Lamb 1995) or courses on a specific topic (e.g. Kubanyiova 2009, 2012; Lee 2010, 2013). The few, which were different, in their turn focused on a certain aspect of development, which was typically predetermined. This is, for example, how changes to teachers' thinking get reflected in their practice (Freeman 1996) or whether the course in focus has had any impact, and if so what, on teachers' beliefs about teaching grammar (Phipps 2010). The broad lens, therefore, distinguished this research and further prepared the ground for something new to be found.

Finally and most importantly, as I will explain later within this thesis, this research was longitudinal, and it was framed as narrative inquiry. While most of the studies that I reviewed above are longitudinal (all except Golombek & Johnson 2004; Lamb 1995; Lee 2013), there is overall not much research that has followed teachers through a course, especially of this nature and with such a broad lens. It is much more common for research to be retrospective (like Lamb 1995; Lee 2013) or, if it was conducted at the same time with the course in focus, to offer only snapshots of teachers' development (like Golombek & Johnson 2004). Narrative framing further makes this research stand out. While narrative turn has entered TESOL and there are many studies in this field conducted as narrative inquiry, there is none that I am aware of among longitudinal studies of development of experienced language teachers.

CHAPTER 2: THE CONTEXT

The aim of this chapter is to describe the context of this research. For this purpose, I will, firstly, provide an overview of the MA TESOL programme in focus and tell about my connection with it. I will then complement the overview with further details about the programme and revisit my considerations for choosing it as the context for this research.

2.1 An overview of the programme

The MA TESOL programme at the University of Manchester is a well-established programme dating its history back to 1962 when a Diploma in Teaching English Overseas was offered for the first time (MA TESOL at the University of Manchester 2014a). The programme is designed for "experienced teachers of English to Speakers of Other Languages (and this includes teachers of EFL, ESL, EAL, ESP, and so on) in whatever geographical context or type of institution they are working" (MA TESOL at the University of Manchester 2014b). It considers teachers to be experienced if they hold an initial teaching qualification (broadly construed) and have at least three years of language teaching experience. For the 2014 intake, from which the participants for this research were recruited, the programme and its objectives were described on the university website in the following way:

> *"This course enables experienced TESOL practitioners to further their careers with regard to: obtaining positions of seniority; undertaking new areas of professional activity; embed practice within a research dimension; contribute to the professional development of other teachers; and act in advisory capacities to teaching and associated agencies. It also aims to help you to develop advanced knowledge of TESOL-related research, theory, and areas of debate; understand more deeply your role as TESOL practitioner given the international currency of English and the developments in the educational environment afforded by technology access and global networking; develop advanced professional skills such as conducting needs analyses*

and evaluating, adapting and designing teaching and learning resources; develop academic literacy" (MA TESOL at the University of Manchester 2014b)*.*

2.2 My connection with the programme

I first became acquainted with the programme following my acceptance to the PhD programme at the same institution and the allocation of my supervisors from the MA TESOL lecturers. By that time, I had already completed a similar programme at another university in the UK and was interested in researching professional development of English language teachers within the same or a similar programme. My own experience of doing a master's degree was very positive, and I could not think of a better context to pursue my interest in professional development in English language teaching. Very early into the research process and long before I received the letter of acceptance to the PhD programme at the University of Manchester, I got an idea to situate this research within the same institution where I would do PhD. This is why as soon as I arrived in Manchester, I delved into both the PhD programme and the MA TESOL one.

During my time as a PhD student, I spent a considerable amount of time engaging with the MA TESOL programme and developed strong ties with it. In my first year, while developing the proposal for this research, I audited a number of MA TESOL courses, and during my second year, I attended two classes from each course as part of the data generation process. I also assisted with the delivery of different MA TESOL courses and supervised master's dissertations during all the years that I spent doing the PhD. This allowed me to complement the impression that I got about the programme as an auditing student and a visitor with a glimpse into how the programme works in the background. Finally, I had a look into the programme handbook and course materials, as well as into how the programme is being promoted to potential students, which further equipped me with factual information about it.

While I held various roles in relation to the MA TESOL programme during my time as PhD student, which all helped me to get to know it, to my participants I was only a researcher. During the year that I spent generating data, I made sure not to get involved with the delivery of the onsite mode of the programme within which this research was situated. I also did not bring to the fore, though never deliberately hid, my engagement into delivery of the distance mode of the programme, which happened at the same time as the fieldwork. Similarly, I neither brought to the fore nor deliberately hid the relationship that I had developed by then with the lecturers on the programme and that in its nature from being purely student-lecturer had become more collegial.

2.3 The choice of the mode of the programme

The MA TESOL programme at the University of Manchester is available through three modes: onsite full-time, onsite part-time, and distance part-time. The three modes are identical in terms of course provision and expectations but differ in terms of time scale and the way communication between lecturers and teachers is organized. Onsite full-time and onsite part-time modes are one and two years long respectively with primarily face-to-face communication. Distance part-time mode in its turn is three years long with communication being mediated by technology. For pragmatic reasons, I decided to situate this research within the onsite full-time mode. It was the only mode within which I could trace the same teachers through the entire programme within a three-year PhD degree.

I decided to trace teachers through the entire programme because I had a feeling that I could learn more about professional development if I did so. Few previous studies, as I discussed in the previous chapter, conducted their research within larger courses like an entire master's programme. I was also determined to trace the same teachers and did not consider conducting cross-sectional research because I knew how individual professional development of different teachers could be. Literature within second language teacher education as a field of inquiry, previous research with

focus similar to this one, and my personal experience made me aware of this. I felt that, unless I traced the same teachers, I risked missing the essence of what I was about to study. Next, I will provide further details about the programme focusing specifically on its onsite full-time mode.

2.4 The structure of the programme

During the programme, the students are expected to complete seven courses (120 credits altogether), of which three are core and four are elective, and to write 12,000 to 15,000 word dissertation (60 credits). The core courses are:

- Beyond Approaches, Methods, and Techniques (15 credits)

- Language Learning and Technology (15 credits)

- Developing Researcher Competence (30 credits)

The elective courses are divided into two groups, and participants are expected to take three courses from the first group and one course from the second group. The first group includes:

- Psychology of Language Learning (15 credits)

- Language Education as Intercultural Practice (15 credits)

- Explorations in Language (15 credits)

- The Education of Language Teachers (15 credits)

The second group includes:

- Multimedia Design and Development (15 credits)

- Blended Learning in a Digital Age (15 credits)

- Teaching and Learning Online (15 credits)

- Intercultural Engagement at Work and in Communities (15 credits)

I will now briefly describe each of these courses focusing in particular on what each of them is about and what students are expected to do as a part of assessment.

2.5 The courses

Beyond Approaches Methods and Techniques (core): The course explores different approaches, methods, and techniques in language teaching but encourages the students to develop their own 'sense of plausibility' (Prabhu 1990), or, in other words, their own understanding of what is good and appropriate in their teaching contexts. The students are then asked to reflect on a particular aspect of their teaching.

Language Teaching and Technology (core): The course explores the idea of teaching and learning a language with technology and introduces different technologies that can be used for this. The course then asks the students to think how they can utilize a particular technological tool in their own teaching.

Developing Researcher Competence (core): The course introduces the students to doing research by asking them to conduct a pilot study for their dissertation. The course divides the process of doing a pilot into ten steps and guides the students through each step. It then asks them to produce a research report and to reflect on their experience of developing researcher competence.

Psychology of Language Learning (elective from the first group): The course provides an overview of psychological research and theories that are relevant to the practice of language teaching and learning. The course then asks the students to study in-depth one issue in the field in relation to their own experiences of language teaching and learning.

Language Education as Intercultural Practice (elective from the first group): The course explores cultural and intercultural aspects of TESOL within four major strands, which are cultural content, intercultural communication,

context and methodological appropriateness, and multicultural considerations. The course then asks the students to use the ideas from such exploration to analyse and evaluate cultural and intercultural aspects of either their teaching or their participation in the MA TESOL programme.

Explorations in Language (elective from the first group): The course introduces five theoretical perspectives to represent, analyse, and/or evaluate language across different discourse modes and contexts. The course then asks the students to choose two perspectives and to use them to represent, analyse, and/or evaluate language for their teaching purposes.

The Education of Language Teachers (elective from the first group): The course introduces the key concepts and theories from the field of second language teacher education and encourages the students to reflect on their own experience of professional development. The course then asks the students to either evaluate an existing teacher education provision or to design their own for their professional context.

Multimedia Design and Development (elective from the second group): The course discusses the role multimedia material can play in teaching and introduces technologies for designing and developing such material. The course then asks the students to either evaluate an example of existing multimedia material in light of the ideas introduced in class or to design their own material for their teaching purposes.

Blended Learning in a Digital Age (elective from the second group): The course introduces the idea of blended learning, discusses possible blends, and asks the students to either modify an existing or design a new blended courseware for their contexts.

Teaching and Learning Online (elective from the second group): The course explores aspects of teaching and learning online, and it is itself delivered online even to the on-site students. The course also asks the students to work collaboratively in the cyber space, to consider distance-learning tools

for their contexts, and to reflect on their own experience of being distance students.

Intercultural Engagement at Work and in Communities (elective from the second group): The course introduces the idea of critical reflection as a way of learning from experience and possible approaches for research into organizational culture. The course then places the students at local community organizations and asks them to undertake a short-term project and to analyse intercultural dialogue there.

2.6 The course delivery and assessment

The courses are typically taught through weekly 2-hour workshops by a small group of lecturers. The assessment for all of the courses is through written assignments. The only exception is the Psychology of Language Learning course, which also asks for a presentation.

2.7 Available pathways

Students can choose a pathway, or specialization, to pursue. The available pathways are Intercultural Education, Educational Technology, and Teacher Education. Choosing a pathway requires the students to do the pilot study and the dissertation on a topic of relevance to it and to take certain elective courses. These courses are Language Education as Intercultural Practice for the Intercultural Education pathway and the Education of Language Teachers for the Teacher Education one. For the pathway in Education Technology, students are expected to take at least one of the following courses: Blended Learning in a Digital Age, Teaching and Learning Online, and Multimedia Design and Development. If a student chooses a pathway and satisfies requirement for it, the pathway is then stated in parentheses next to MA TESOL on the final certificate.

2.8 Timescale of the programme

The onsite full-time mode of the programme is one year long with the year being divided into three phases: first semester, second semester, and dissertation stage. There is one intake point – September. The courses for the first semester start in mid-September and run till early December. Following the end of the courses for the first semester, Christmas break starts with assignments being due right after it is over. The courses for the second semester start in early February and run till late April with a three week Easter break in the middle. The dissertation stage can be considered to start in late April – early May when supervisors are allocated. Dissertations are expected to be completed and submitted by the end of August. The grades for the dissertations are typically announced in November, and graduation takes place in early December.

2.9 Typical student profile

Within the onsite full-time mode, the programme typically brings together 15-25 students. The student profile tends to be rather international with teachers coming from different countries from around the globe. All of the teachers coming to do the programme have at least three years of teaching experience, but many have more than that. The teaching experience that the teachers bring with them tends to be rather diverse and includes teaching at all levels of education within both private and public sectors within a wide variety of countries around the world.

2.10 The choice of the programme as the context

There were a number of considerations that informed my choice of the MA TESOL programme as the context for this research. Firstly, it was a master's programme, which was the type of context that I, inspired by my own experience of postgraduate studies, had my mind set on from the very beginning. The programme was also a good choice in terms of access. Being attached as a PhD student to the same institution made it easier to negotiate it, even though at the same time added another layer to ethical

considerations involved in this research. More importantly, I was satisfied with the programme and how it was delivered. This point deserves further explanation.

Through my engagement with the programme in my first year of PhD studies when I was still developing my proposal for this research, I noticed that in the way the programme was delivered there was hardly any methodological prescriptivism. Rather than instructed on how they should teach, the teachers, who on this occasion occupied the students' seats, were constantly being put in the centre of attention. They were provided with many ideas of relevance to practice of English language teaching but were always encouraged to think for themselves and evaluate the usefulness of the ideas for their context. The way the ideas were presented suggested with no exception that they were not guidance for practice but rather tools for the teachers to reflect on, think again about, and possibly but not necessarily enrich what they were already doing. There was overall a strong sense of respect towards each individual teacher and his or her thoughts.

This all in its turn connected well with the understanding of professional development and of what constitutes good practice in supporting it that I developed through my engagement with the literature. This further meant that for me this MA TESOL programme was not only a convenient and appropriate context to situate my research but also a particularly good one. This was the context within which professional development was supported the way I believed it should be. This allowed me to focus on how professional development was happening within it without feeling an urge to criticize what was being done to support it and speculate what would have happened had it been supported in the right way.

CHAPTER 3: NARRATIVE INQUIRY AS A THEORETICAL FRAMEWORK

The aim of this chapter is to discuss the theoretical framework of this research. For this purpose, I will, firstly, provide a brief introduction to narrative inquiry and explain my decision to use it as a theoretical framework. I will then focus in more detail on the specifics of my position as a narrative inquirer.

3.1 Narrative inquiry as a theoretical framework: An overview

Narrative inquiry can be described as a particular theoretical framework for research in social sciences. Theoretical framework in its turn is a number of assumptions brought to a piece of research and reflected in its methodology (Crotty 1998, p.7). The main assumption that narrative inquiry presupposes is that we, humans, are storytelling species. We understand ourselves, the world around us, and our experience in it through telling stories. As Polkinghorne (1988, p.13), one of the pioneers of narrative inquiry, puts it:

> *"Our experience with reality produces a meaningful and understandable flow of experience. What we experience is a consequence of the action of our organizing schemes on the components of our involvement with the world. Narrative is the fundamental scheme for linking individual human actions and events into interrelated aspects of an understandable composite".*

The roots of such understanding are usually traced back to the works of Bruner (1986, 1990), who suggests that there are two modes of thought: the paradigmatic and the narrative ones. The paradigmatic, or the logico-scientific, one is the mode of thought that is most widely represented in science. Within such mode, the principles of mathematical and logical reasoning are employed to discover the universal truth. However, according to Bruner (ibid.), this is not how we, humans, think about our lived experiences. He argues that we think about lived experiences in narrative mode of thought. That is we think about them through connecting individual events and actions into a story. Bruner (1986, p.11) emphasizes that the two

modes of thought "are irreducible to one another. Efforts to reduce one mode to the other or to ignore one at the expense of the other inevitably fail to capture the rich diversity of thought."

3.2 Narrative, story, narration and narrator: Definition of the key terms

There are some terms associated with narrative inquiry. These are, firstly, narrative and story, and then there are also narration and narrator. Broadly speaking, narrative is a particular form of discourse that gets realized in narrative texts[5]. The same form of discourse and type of texts are also frequently referred to as story. Narration in its turn is the process through which narrative texts come into being, and narrator is the one or ones who narrate. As a form of text, narrative, or story, is commonly defined as "the representation of an event or a series of events" (Abbott 2008, p.12); "a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected" (Czarniawska 2004, p.17). Different opinions exist regarding the medium of representation. For some, only written and oral texts can be considered narrative; for others, visual texts can also be narratives (Riessman 2008, p.4).

The frequently highlighted feature of narrative is temporal order (Elliot 2005, p.7). As the oft-cited by narrative inquirers philosopher Paul Ricoeur (1984, p.3, cited in McAdams 1993, p.30) says, "time becomes human time to the extent it is organized after the manner of narrative; narrative in turn is meaningful to the extent it portrays the features of temporal existence". Together with this, it was acknowledged that temporality is just the most widespread form of organizing narratives in the West, but it is not the only possible one. The limited study of other narrative cultures suggests that narratives can also be organized thematically (Riessman 2008, p.7). In this regard, the position of Salmon and Riessman (2008) is germane. They say:

---

[5] This explanation of mine is based on Widdowson's (2004, p.8) understanding of discourse as "the pragmatic process of meaning negotiation" and of text as the product of such process.

> *"A fundamental criterion of narrative is surely that of contingency. Whatever the content, stories demand the consequential linking of events or ideas. Narrative shaping entails imposing meaningful pattern on what would otherwise be random and disconnected. The 'and then' of stories includes temporal ordering, but goes beyond this in presenting some kind of humanly understandable connection" (Salmon & Riessman 2008, p.79).*

While it is common to see narrative and story as synonyms, in narratology, which is an area studying narrative structure, there is a tradition of making a distinction between the two (e.g. Abbott 2008; Bal 1985; Genette 1980; Prince 1987). Genette (1980), a prominent narratologist, explains the difference using concepts from linguistics. He suggests that 'narrative' is a signifier, or the text that tells a story. 'Story' in its turn is the signified, or what is being told through narrative. Narrative inquirers, however, rarely make such a distinction, and neither will I.

3.3 'Narrative turn' in social sciences

Today, narrative inquiry is a rather popular theoretical framework, and many speak about the 'narrative turn' in social sciences (Andrews et al. 2008; Chase 2005, 2011; Elliot 2005; Riessman 1993, 2008; Wells 2011). The 'narrative turn' started to gain momentum in mid-1980s - 1990s (Elliot 2005, p.5; Riessman 2008, p.14) when a number of research studies conducted as narrative inquiry started to increase rapidly (see Elliot 2005, pp.5–7 for examples of such studies from various disciplines within social sciences); the first introductions to narrative inquiry were published (Hinchman & Hinchman 1997; Riessman 1993; Sarbin 1986; Polkinghorne 1988); the leading journal of narrative inquiry, initially called Journal of Narrative and Life History and later renamed as Narrative Inquiry, was established; and the book series The Narrative Study of Lives was launched.

Different opinions exist regarding the antecedents of the 'narrative turn'. Pinnegar and Daynes (2007) argue that the 'narrative turn' was made

possible by academia opening up to allow narrative inquiry to appear and get accepted. They associate the emergence of the 'narrative turn' with a move away from positivism as the dominant research paradigm, which came about when it gradually became clear that the social world can hardly be studied in the same way as the natural one (Guba & Lincoln 2005). Andrews at el. (2008, p.8) suggest that the 'narrative turn' was preceded by two parallel moves within academia: the rise of humanist, person-centred approaches within social sciences and the development of structuralist, poststructuralist (Barthes 1977; Culler 2002; Genette 1980; Todorov 1990), postmodern (Foucault 1972; Lyotard 1984), psychoanalytic (Lacan 1977), and deconstructionist (Derrida 1977) approaches to narrative in humanities.

3.4 'Narrative turn' in TESOL

The 'narrative turn' has affected with hardly any exception all the disciplines within social sciences, including anthropology, sociology, psychology, and education to name just a few (Wells 2011, p.5). Neither did it overlook TESOL. Barkhuizen (2014) brought together research that has been conducted to date as narrative inquiry in the field of second language learning and teaching and showed that the field has a long tradition of inquiring through stories. The earliest studies that he identified date as far back as the late 1970s – early 1980s (Bailey 1980, 1983; Schmidt 1983; Schumann & Schumann 1977). At first, these were primarily studies with a focus on language learners, which is understandable given the fact that it was only later that interest in language teachers started to emerge in TESOL research. As soon as it happened, however, narratively informed studies with focus on teachers started to appear, and today narrative inquiry represents a major strand in research about English language teachers, their work, and development (Barkhuizen 2014; Borg 2006; Golombek & Johnson 2004; Johnson & Golombek 2011b).

With regard to professional development, the 'narrative turn' has affected not only research of it but also ideas around it, and narrative inquiry has

55

been suggested as a tool in itself that can help teachers develop (Golombek & Johnson 2004; Jalongo et al. 1995; Johnson & Golombek 2011b). It has been observed that "[p]ersonal narratives are an effective way for educators to arrange, understand, and organize their experiences, giving them a shape, a theme, a frame" (Jalongo et al. 1995, p.31). Furthermore, narrating their experience can help teachers to externalize, verbalize, and critically examine the tacit knowledge that they hold (Johnson & Golombek 2011b). This all in its turn connects well with the current ideas in second language teacher education as a field of inquiry and especially with the ideas around the reflective model of professional development.

3.5 My decision to join the 'narrative turn'

There were many considerations that informed my decision to join the 'narrative turn'. Firstly, I was inspired by the previous research conducted as narrative inquiry such as Johnson and Golombek (2004), Hayes (2010), and Tsui (2007) to name just a few. This research made me realize how insightful studies conducted as narrative inquiry could be and how appropriate the framework was to investigating English language teachers, their work, and professional development. I came to agree with Jalongo et al. (1995) who say that "[b]ecause teaching is, above all, a human enterprise, story is central to our profession" (p.xxv) and that "narratives are key components in the authentic study of teaching" (p.16). Moreover, I found it particularly appealing that none of the studies similar in its focus to this one was conducted as narrative inquiry. I felt that, by choosing narrative inquiry as a theoretical framework for this research,h I was complementing the previous research in the most compelling way.

At first, I was, however, concerned that narrative inquiry itself could function as a tool for professional development. This meant that what I was going to investigate could be influenced by how I was going to investigate it. After some consideration, however, I came to realize that what it meant for research depended on the ontological and epistemological stances. For positivist research, standing on the ground that there exists objective reality

and preoccupied with the search to better understand it (Guba & Lincoln 2005), this would have been a problem: the results would have appeared as being distorted. It was, however, not the stance that I was leaning towards. I felt that my view of reality was more relativist, and my epistemological stance was anything but not positivist. I did not actively disagree with the existence of an objective reality, but I was suspicious of the idea that it can be known in an objective way (ibid.). From this perspective, the problem became an opportunity. Narrative inquiry, being a tool for professional development, appeared as evidence that the former is of direct relevance to the latter and has a capacity to illuminate it.

Finally and most importantly, I decided to join the 'narrative turn' because I found narrative inquiry to be suitable for this research. I had a number of ideas in light of my engagement with the literature for how to do this research. I summarized these ideas in the end of Chapter 1 (section 1.7). I reckoned that the best way to realize them would be to talk with teachers about their life and development every once in a while as they do the programme. I envisioned that this would generate stories, scrutinizing which later, while paying attention to everything I wanted to pay attention to, would allow fulfilling the aim of this research. Next, I will provide a brief sketch of different ways narrative inquirers do narrative inquiry and outline my position.

3.6 A sketch of different ways to do narrative inquiry

There are many different ways in which narrative inquirers do narrative inquiry. There is no standard research design, data generation method, or method of data analysis associated with narrative inquiry. Narrative inquirers work with narratives already existing in the public sphere, such as media materials, letters, and diaries from archives, or with the ones generated specifically for the purpose of research with the use of various qualitative data generation methods (see Daiute & Lightfoot 2004; Riessman 2008; Wells 2011 for examples). Narrative inquirers do usually frame their research as a case study with individuals, identity groups, communities,

organizations, and even nations being possible cases (Riessman 2008, p.11), but this is just one of the most popular research designs, and other ones are possible (Wells 2011). Finally, there are no set rules about how narrative data should be analysed, and narrative inquirers can be truly creative in pursuit of the answers to their research questions as long as they can justify their choices and ensure trustworthiness (e.g. Gubrium & Holstein 2009; Lieblich et al. 1998; Riessman 2008; Wells 2011).

Research design, data generation methods, and methods of data analysis are not the only aspects of research that narrative inquirers go about differently. More importantly, hardly ever is the assumption that humans are storytelling species the only assumption that narrative inquirers bring to a piece of research, and the other assumptions that they do bring vary. To explain, the 'narrative turn' is in its essence an extension of the 'interpretive turn' (Riessman 1993, p.1). In some sense, the 'narrative turn' came into being through extending the existing interpretivist theoretical frameworks, which in their turn are many. The evidence of this is not hard to find. Even though many narrative inquirers do not acknowledge openly the interpretivist theoretical framework they were informed by, upon close examination it is possible to distinguish phenomenological, constructionist, pragmatic, and other interpretivist strands in what they do (Riessman 1993, p.5; Riessman & Speedy 2007, p.428; Sconiers & Rosiek 2000).

3.7 My position as a narrative inquirer

Having familiarized myself with different strands, I found myself drawing closer to the camp of pragmatic narrative inquirers most notably represented by Clandinin and Connelly (e.g. Clandinin & Connelly 2000; Clandinin & Rosiek 2007). Clandinin and Rosiek (2007) ground their and Clandinin and Connelly's (2000) approach in pragmatic philosophy of Dewey (1938, 1958, 1976, 1981c, 1981b, 1981a). More particularly, they borrow Dewey's (ibid.) ideas with regard to experience and explain how these ideas inform what they do. The ideas that they borrow are:

- Experience in itself is inexpressible. It is inexpressible because it is immediately engrossing.

- Experience is a matter of interaction between the subject and the world. It is neither merely physical nor merely mental.

- Experience is continuous. It grows out of the previous experience and leads to the future one.

- Any attempt to express experience produces a representation. Such representation is inevitably partial.

They explain how these ideas inform what they do by stating that for them:

- A narrative is a representation of experience. It is not experience per se.

- The purpose of engagement with narratives is not to get to the actual experience. It is to generate new understandings capable of forming a new relation between the subject and the world and, thus, to give rise to new experience.

- The process of engagement with narratives, that is the research, is in itself a part of experience for everyone involved.

These postulates resonated with me, and in my research I accepted all of them. To explain:

- I viewed what my participants told me about their experience within the timeframe of MA TESOL and what I later wrote about them and their year as master's students not as direct evidence of what they had actually experienced but as a representation of it.

- In my analysis of what my participants told me, I did not try to get behind the representation to reach the actual experience. Instead, I used what they told me as a basis for investigation of their professional development. In this process, I aimed to arrive at an

understanding of professional development of the four teachers that was firmly grounded in the data and had the potential to generate a new relation between professional development and those involved in it. In this way, I hoped to make an impact on how professional development is experienced, be it at MA TESOL at the University of Manchester or elsewhere. To put it differently, I envisioned that, since experience is neither merely physical nor merely mental, making an impact on how professional development is understood would make an impact on how it is experienced.

- I was aware that my research was and would be shaping, though to a varying extent, the experience of everyone who comes across it. At the very least, this includes myself, my participants, my supervisors, other lecturers on the programme, examiners, and the audience of this research. Such awareness had three main implications:

o Firstly, it did not allow me to assume a realist position, which suggests that there could be a reality independent of the knower (Guba & Lincoln 2005). I understood that, by doing my research and engaging my participants in it, I was affecting the experience that I was asking them about. Similarly to Clandinin and Connelly (2000), I did not see this, though, as a contamination but rather as something unavoidable and something that just needs to be taken into account. For this reason, I made it my key task to leave a detailed audit trail and to be transparent about what I did.

o Secondly, it gave me a more concrete understanding of impact. For me, impact is the extent to which a piece of research influences the experience of others. The more there are others whose experience is influenced and the greater the influence on their experience is, the bigger is the impact.

o Finally, it made me more alert with regard to the ethics of doing research. I realized that doing research is not about adding a volume to a library shelf but, as an action, is deeply embedded in social life.

This made me feel more responsible, and I started to think more carefully about everything that I was doing.

3.8 My understanding of narration

My position as a narrative inquirer has been further informed by a certain understanding of narration, which in its turn was influenced by a much wider range of works on narrative inquiry. Narration, as mentioned earlier, is a process through which a narrative comes into being. There exist many understandings with regard to this process. There are, however, hardly any irreconcilable differences among them. Different narrative inquirers only find some understandings more important than others for their work. Here I bring together the understandings that I felt were important for me as I conducted this research.

The first and probably the most fundamental understanding is that narrative meaning is a product of construction (e.g. Lieblich et al. 1998; McAdams 1993; Polkinghorne 1988). It comes into being through establishing connections between individual events. Such connections do not necessarily preexist in the external reality (ibid.). It is narrators themselves who establish them by bringing different events together and showing how they relate to each other. For example, Zulkani's story of how he became an English language teacher (presented as a part of his case in Chapter 9) is his construction of his past. The events that he mentioned as a part of it all most likely did happen. Most likely, his parents were not indeed well off, and he did indeed study English education as his undergraduate degree. It was, however, his choice to associate the two. It quite might be that Zulkani's choice of the degree was purely due to his parents' financial situation. However, it is also possible that there were other factors that Zulkani forgot about, did not want to share, or was simply himself not aware of.

Narration as a process is influenced by the sociocultural context. Narrators cannot construct narratives at will (Sparkes & Smith 2008, p.301). To be

intelligible, a narrative needs to conform to the 'story grammar' (McAdams 1993), that is to the implicit set of rules of story organization (McAdams 1993). This involves use of plots from the 'cultural stock' (Polletta 1998, p.424), whereas the stock is diverse but not unlimited (ibid.). Moreover, culture and society circulate canonical narratives (Bruner 1990, 2002), which offer 'scripted ways of acting' (Bochner 2012, p.156) and reflect what is deemed normal and appropriate in that sociocultural context (Kirkman et al. 2001). For example, telling about her struggle to teach English as a means of communication, Beatrice, whose story is presented in Chapter 6, drew on the romantic plot in its most classic form: the hero faces the challenges. Did her experience indeed fit the mould of this plot, or did she need to make it fit because other moulds were even less suitable? This will never be known.

Despite the sociocultural constraints, narration is by its nature a process of self-expression. It is narrators themselves who decide what to include in their narratives and what to exclude, how to plot the events and what meaning to assign to them (Riessman 1993, p.2). In so doing, narrators actively construct their selves (ibid.). They define who they are and signal the audience how they want to be viewed and understood (Bamberg 2007, p.171). Beatrice told about her struggle to teach English as a means of communication to explain why she decided to do the MA TESOL: she hoped that a master's degree would help her in her struggle. To explain her decision, Beatrice presented herself as a maverick and an iconoclast: she was the one who confronted the established norm. To present herself in this way was her choice. She could have easily provided a different explanation for her decision to do the MA TESOL, even if it meant bending the truth. For example, she could have just said that she wanted to know more about the current ideas around English language teaching and presented herself as an explorer.

Narration as a process is also contextually bounded. Narratives do not emerge out of nowhere for no reason (Riessman 1993, p.2). They are produced for specific audiences and for specific purposes (Stokoe & Edwards 2007). In this sense, narrators do things with narratives. They

argue, complain, boast and more. Narratives are "performative, contextually framed, socially situated, emergent, and jointly constructed and take place within the flow of interaction" (Sparkes & Smith 2008, p.296). For example, it seems unlikely that David, one more participant in this research, would have told so much about his past had it been not an interview but a friendly chat during a ten-minute break between classes. The available time would have simply not allowed for this. Similarly, he might have also chosen to present himself and his past differently had I not been a female of approximately the same age and status but a male or a senior academic.

Finally, meaning constructed through narration is not static (e.g. Clandinin & Connelly 2000; McAdams 1993; Riessman 1993, 2008). Different meaning can be assigned to the same events if they are talked about in a different context. Moreover, new experiences can make narrators reconsider the connections that they have established earlier, and the same events will be talked about differently even within a similar context. For example, Fatima (Chapter 8) said very little about her desire to improve education in Saudi Arabia during the MA TESOL programme. She instead described her experience mainly in terms of her struggle to stay on top of her studies. However, once the programme ended, the stress of coping with it evaporated, and the desire to make education in her home country better returned to her, she constructed a different story about her time in Manchester. She portrayed it as a pursuit of her desire to improve education back home.

3.9 My understanding of narrative

In the narrative inquiry literature, there exist different understandings of what exactly narrative is. Riessman (2008, p.5) observes that such understandings tend to be bound to disciplinary traditions. In some disciplines, such as sociolinguistics, narrative tends to be understood very narrowly. There only text complying to Labov and Waletzky's (Labov 1972; Labov & Waletzky 1967) model is considered to be narrative. According to the model, narrative is expected to contain all or most of the following

elements: an abstract (a summary of the story), orientation (introduction to the setting and heroes), complicating action (the telling of what happened), resolution (the telling of what happened in the end), evaluation (explanation of what it meant), and coda (the final remark). In other disciplines, such as anthropology, it is common to consider nearly anything to be narrative. Most of the disciplines, including psychology, sociology, and education, operate with the understanding of narrative that is somewhere in between the extremes of the ones used by sociolinguists and anthropologists. My understanding of narrative was of this latter kind.

More specifically, my understanding of narrative was similar to the one of Czarniawska (1997, 2004), a notable narrative inquirer in the field of organization studies. Czarniawska (1997, p.3) suggests that narrative in its most basic form requires at least three elements: an original state of affairs, an action or an event, and the consequent state of affairs. These three elements become a narrative when they are linked together and brought to a meaningful whole by the means of a plot (ibid.). A plot is a proposition of how the events are linked together; an explanation of "the passage from one equilibrium to another" (Todorov 1971/1977, p.111 cited in Czarniawska 2004, p.19). Chronology is the easiest way to introduce a plot (Czarniawska 1997, p.2). Chronology brings in "and then" – the same "and then" that Salmon and Riessman (2008, p.79) talk about. This "and then" easily turns into causality (as a result of, in spite of) in the mind of the audience, and the plot emerges (Czarniawska 1997, p.2).

In my understanding of narrative, I agreed with Riessman (2008, p.4), who says that "narrative is everywhere, but not everything is narrative". Like many other scholars (e.g. Carr 1986; Ryan 1993; White 1987), I differentiated narrative from chronicle. Chronicle is a type of discourse that is very similar to narrative in having a protagonist or protagonists and describing events or actions but which, unlike narrative, does not have a plot (ibid.). Carr (1986, p.59) provides a very succinct explanation of the difference between narrative and chronicle:

"The chronicler simply describes what happens in the order in which it happens. The narrator, by contrast, in virtue of his retrospective view, picks out the most important events, traces the casual and motivational connections among them, and gives us an organized, coherent account. The counterpart of the chronicler at the level of small-scale events would be the radio announcer giving us a live description of a baseball game: "There's a pitch... the batter swings... line drive to centre field!" etc. The story of the game, by contrast, is told afterwards and in full knowledge of who won. It will mention only the most important events, especially those that contributed to scoring points and thus to the outcome. All else will be eliminated, except perhaps for touches of human interest or comic relief".

3.10 Big and small stories

Narrative inquirers often make a distinction between big stories and small stories (Bamberg 2007; Bamberg & Georgakopoulou 2008; Georgakopoulou 2007). Big stories, as the name suggests, are stories of greater length, such as, for example, novels, which are rather uncommon for everyday interaction as telling them requires time and space (ibid.). Small stories, as the name once again suggests, are much shorter and more common for everyday interaction. These are the stories about particular happenings that typically would not require the narrator to hold the floor for long to tell them (ibid.). An example of such stories would be the ones that teachers might tell each other in the teachers' lounge during the break between classes about what happened in their classrooms that day.

Starting this research, I was interested in big stories, and I expected big stories to emerge in response to the question about life and development within the timeframe of the programme. However, this was an unreasonable expectation, and, as I will explain later, it was not met. As mentioned just earlier, big stories are more typical for written communication. It is hardly possible to imagine a situation in which anyone would tell a story similar to a novel. Instead, it is more common for people to tell small stories when

they communicate orally, and these are the stories that my participants told me. Here is an example of one of them. This story was told by David, and in it, he describes how he became interested in the theory of motivation:

> *"I wasn't really all that interested at first in learning motivation but I should have been really because it's an occurrence that I've noticed in lots of my students in past. But it was not until I started doing the presentation for [Psychology of Language Learning] class that I noticed .. I was doing research. I didn't know what to do but I thought, "Well, motivation, it's more relevant to my context," and I started researching motivation and … motivation theory. And a lot of the theory - I could actually relate to in .. both myself and my learners. And .. I found it very interesting. It was so relevant. It was also very psychological as well and I am very interested in psychology. Yeah.. that was psychological aspect to everything that basically rang the bell. It rang the bell like when I was reading the material I thought, "Yeah, I can make connections. That happened to me". I could actually make lots of very strong connections between what was in the theory and my own life and other people's. Well, lives of my learners as well. I just found it very very interesting".*

Here is another one told by Fatima about her choice to do a master's degree abroad:

> *"I had a chance to get a scholarship to study abroad and really I wanted this because at that stage I wasn't too satisfied about my language. I thought I needed to be more efficient because I taught people at high level. So I came here".*

I considered both of these extracts to be stories because they both have a plot. They both describe two equilibriums and a passage between them (Todorov 1971/1977, p.111 cited in Czarniawska 2004, p.19). For David, the equilibriums are not being interested in the theory of motivation and then being interested in it. For Fatima, they are being in her home country and then being abroad. For David, the passage was through the coursework and

his choice to engage with the theory when he had to do a presentation. For Fatima, the passage was formed by the availability of the scholarship and her interest in obtaining it out of her concern that her language proficiency was not sufficient for her new professional role. It was stories like these ones that I encountered in the data, though even they, as I will explain later, were not as numerate as I would have wanted. Big stories in their turn were what I wrote myself on the basis of the data. They are presented in Chapters 6-9 as cases. Before I turn to them, I need to explain how exactly the data for this research were generated and analysed.

CHAPTER 4: METHODOLOGY

The aim of this chapter is to explain the methodology of this research. For this purpose, I will, firstly, describe the research design, sampling procedure, and the participants. I will then outline the process of data generation and analysis. I will finish this chapter by giving attention to the ethics and trustworthiness of this research.

4.1 Research design

This research is a longitudinal multiple case study, situated in the context of MA TESOL at the University of Manchester. Case study is a research design characterized by a focus on a particular case or cases rather than on a particular unit, type of data, or method of data generation and analysis (Wells 2011, p.16). It is the design that is typical for research conducted as narrative inquiry (Riessman 2008, p.11). Within this research, the cases were individual teachers taking the programme. There were four of them, and this is why I call this research a multiple case study. Multiple case study is a research design within which a number of similar cases are investigated (Stake 2000, p.445).

The four cases shared the context of MA TESOL, which means that this research could have been called an embedded multiple case study (Yin 2003, p.42). Embedded, or nested, multiple case study is a research design where one case embraces a series of other cases. This was not, however, what this research was. Within this research, I viewed the MA TESOL primarily as the context and not as a case in itself. I did engage with it but only to the extent that I felt it was necessary for me to understand the cases of individual teachers. The cases of individual teachers were the main focus of this research. Finally, this research was also longitudinal as it involved tracing the cases of individual teachers through time over the course of the programme, which was one year long (Saldana 2003).

4.2 Sampling

For a case study, as for any research design, sampling is key. Stake (2000, p.451) suggests that the most appropriate guiding principle for sampling cases is "opportunity to learn". By this, he means that a researcher should go for a case that promises the biggest contribution to knowledge against the backdrop of practicalities of studying it. He explains that in deciding on a case the researcher cannot avoid taking into account rather mundane issues like access, resources, and time. It is then his or her responsibility to navigate effectively between what would be ideal and what is realistically possible and to come up with the most optimal solutions. That is the solutions with the biggest potential to bring about new knowledge. This may sometimes mean deciding on a case before designing a piece of research. It was this principle of maximizing the "opportunity to learn" that guided the sampling process within this research.

The sampling process in its turn included three stages. At the first stage, I chose MA TESOL at the University of Manchester as the context, and this was, in fact, one of the first decisions that I took with regard to this research. This decision had its origin in my own positive experience of doing a similar master's programme. It was further reinforced by the considerations of feasibility and access. I had no other sufficiently strong connection with any institution, and I could easily see that it was most practical for me to conduct research at MA TESOL within the same university that I was a doctoral student. Once this decision was taken, I engaged simultaneously with the MA TESOL programme in focus and the existing literature looking for a match between the affordances of the programme and what seemed to need further research. It was through this process that the focus and the design of this research emerged with MA TESOL at the University of Manchester being already sampled as the context.

The next stage was to choose participants. The number of participants that I was aiming for was six to eight. I felt that this would be a maximum that I would be able to generate effectively data for with the data generation

process designed the way it was and the amount of time and resources available to me. I also anticipated that I might later choose to analyse fewer cases than those that I generated data for, which did indeed happen. I was conscious of the fine ethical line in recruiting more participants and generating more data than needed for the aim of the research to be achieved. However, I felt that this was appropriate in the case of this research. Firstly, I could not know for sure from the start exactly how many cases I would eventually need. This was because of the exploratory nature of this research, which meant that many decisions, especially regarding data analysis, could not be taken up until much later. Secondly, this research was vulnerable to participant drop-out due to its longitudinal nature.

Here is how exactly I planned and did eventually select the participants. Typically, each year 20-25 teachers enrol on the MA TESOL programme at the University of Manchester. I intended to invite all of them and then to conduct initial screening to select the ones to be actually recruited had more than eight volunteered. During such screening, I planned to look at potential participants' gender, nationality, first language, and teaching experience to assemble as diverse as possible sample as I thought this would increase "opportunity to learn". This plan was, however, canceled when only eight teachers enrolled into the programme in the year during which I generated data for this research. As planned, I invited all the teachers enrolled into the MA TESOL programme to participate in this research. However, when seven teachers expressed their interest, I accepted all of them without any initial screening.

The final stage was to select cases for analysis. I decided to focus on four cases instead of six that I managed to generate data for after one teacher dropped out. This was a decision that I took while analysing the data, and I will explain the rationale for this later when I discuss the process of data analysis. Having decided to limit the number of cases to be analysed to four, I chose the cases for analysis in the same way as I planned to conduct initial screening had there been a need for it. Namely, I aimed for a balance and diversity in terms of gender, nationality, first language, and teaching

experience. I also made sure to include those who were more vocal along with those who were more laconic as well as those who praised their experience as MA TESOL participants along with those who were more reserved. This is how I selected the cases of Beatrice, David, Fatima, and Zulkani.

4.3 Participants

4.3.1 Profile

Beatrice, David, Fatima, and Zulkani were all between mid-20 and mid-30 years of age and, as the programme required, had an undergraduate degree and at least three years of teaching experience. David was the one who had far more experience than the required, twelve years of experience to be precise, while none of the others had more than five. The teaching experience of all the teachers was very varied and included work at private and public sectors, urban and rural areas, and with students of different ages. David and Zulkani had taught both within their home countries and abroad while the teaching experience of Beatrice and Fatima was primarily from their home countries. David was the only one who spoke English as his first language while others were native speakers of Mandarin Chinese, Arabic, and Bhasa Indonesia. David and Zulkani were the ones who were most expansive in their accounts of their experience while Fatima was the most laconic. Beatrice and Zulkani were most positive about their experience as MA TESOL participants, and David was the one who was most critical. More information about individual teachers will emerge from the stories about each of them presented in the following chapters.

4.3.2 Recruitment

I invited Beatrice, David, Fatima, and Zulkani to participate in this research along with their coursemates when I attended one of the MA TESOL classes in the first week of the programme. Having arranged it with the tutor in advance, I gave a short presentation at the beginning of the class to introduce myself and my research. The presentation lasted for

approximately 10 minutes, during which I explained my research relying on the participant information sheet as a guide (see Appendix B). I stated openly the aim of the research and the extent of involvement needed and then answered the questions providing more information. I was as honest as I could be in my answers to the questions, even though I was aware that it is natural for qualitative research to evolve as it proceeds (Miller & Bell 2012, p.65).

4.3.3 Relationship

I did not know Beatrice, David, Fatima, Zulkani, and other teachers who participated in this research before the research commenced. This meant that relationship building became a part of the research process. I paid close attention to this part because, as it is widely acknowledged, relationships are of central importance to research conducted as narrative inquiry (Clandinin & Connelly 2000; Josselson 2013). Relationships inevitably shape what participants choose to share with the researcher and, thus, what data the researcher obtains (ibid.). With my participants, I strived to establish a relationship of friendship, making sure, though, that I did not fake it (Duncombe & Jessop 2012). Being naturally outgoing, I did not find this task difficult. I just allowed myself to be the way I would have been even if there had been no research and just watched how the relationships were unfolding. With time, my participants started to invite me with them when they had a Christmas lunch or were going on a trip somewhere, which makes me believe that they enjoyed my company and did indeed see me as a friend.

4.4 Data generation

4.4.1 The choice of the method of data generation

The main and only method that I used within this research to generate data was interviews. Interviewing is a very common method for generating data in research conducted as narrative inquiry, though not the only possible one (Riessman 2008, p.23). I chose this method in appreciation of it being "a key

venue for exploring the ways in which subjects experience and understand their world" (Kvale 2007, p.9). This quality of interviews fitted well my intention to explore professional development from the perspective of the teachers themselves. Moreover, interviews are essentially a particular type of conversation, and I found it advantageous in light of the MA TESOL programme being rather heavy on writing. I anticipated, and I think rightfully, that the teachers might not appreciate an additional request for writing, which is inherent to many other methods commonly used in narrative inquiry, but might enjoy talking about their experience.

There were two types of interviews within this research, and I called them narrative sessions and post-session discussions. Both were one-to-one. The former were, however, free standing, while the latter were connected to the preceding narrative session. For each post-session discussion, I transcribed the audio recording from the narrative session to which it was connected and asked the respective participant to read it in preparation for the meeting. The purpose behind this was to enhance reflection. In other words, post-session discussions were not instances of member-checking, during which I checked and validated transcripts (Stake 1995, pp.115–116). They were instances of data generation in their own right, for which transcripts were used as a tool to explore further teachers' experience.

4.4.2 An overview of the data generation process

Figure 1 summarizes in a graphic form the data generation process.

Figure 1 A graphic summary of the data generation process

As it is evident from the figure, the data generation process lasted for approximately one year. It started in October 2014, shortly after the programme began, and finished in late 2015, a few months after the programme was complete. The data generation process included seven encounters with the participants: four narrative sessions (indicated with big circles) and three post-session discussions (indicated with small ones). Each narrative session, except for the last one, was paired with the post-session discussion that followed it. They complemented each other, and together they formed a round of data generation. Altogether, there were four rounds of data generation with the fourth round containing only narrative sessions. The first round took place in the first semester, the second one in the second semester, the third one during the dissertation stage, and the forth one right after the programme was complete.

I decided to have seven encounters with each participant for data generation purposes stretched throughout the entire programme and sometime afterwards in light of my decision to follow teachers through the entire programme. This was the decision that I took having engaged with the previous research, which made me believe that more could be learned about professional development if it were investigated within the entire MA TESOL programme at the same time as the programme was happening. I

further found that having seven encounters was optimal for this purpose. They allowed me to meet with the participants regularly – twice during each of the three stages of the programme and once after the programme was complete – but still not too often to overwhelm them. Having some time in between the encounters also meant that the teachers had to be more selective in what they chose to talk about when we met. This in its turn made them foreground what truly mattered to them at that time.

4.4.3 The nature of narrative sessions and post-session discussions

Narrative sessions and post-session discussions were essentially in-depth unstructured interviews. Such interviews have been described as the ones within which the researcher "has a general area of interest or concern but lets the conversation develop within this area" (Robson 2011, p.280). Such interviews are more flexible compared to the structured or semi-structured ones, within which the researcher addresses the area of interest through a series of pre-determined questions (ibid.). I chose this type of interview as a method of data generation in order to allow more space for my participants to make their own meaning of their experience. I felt that predetermined questions would guide the teachers in a certain direction in their meaning making process. Instead, I wanted to get immersed into the teachers' worlds and to look at these worlds through their eyes. I believed that this was essential if I were to investigate professional development from the teachers' perspective. For this reason, I did not design an interview guide, and the focus of the discussion and an attentive ear was all that I conducted the interviews with.

The focus of all narrative sessions and post-session discussions, except for the first ones, was the teachers' life and development within the timeframe of the programme. This was the focus that I decided on when I chose to adopt narrative inquiry as the theoretical framework. I specifically set the focus as life and development, rather than life and professional development, to keep it as generic as possible. I envisioned that the focus could be narrowed in the very moment of interaction if the original one

proved to be too broad, which indeed was often the case (I will discuss it in more detail later). It also needs to be said that while inquiring about the teachers' development I did not share my understanding of it, which I discussed in Chapter 1. This was intentional. My aim was to allow more space for the teachers to make their own meaning of development and to truly take their perspective. This, however, did not diminish my understanding. It stayed as a resource to which I turned when asking follow up questions or prompting the conversation if there was a need for this.

Life and development within the timeframe of the programme was the focus of all narrative sessions and post-session discussions, except for the first ones. The first ones in their turn resembled more a life story interview. Life story interview is a "method for gathering information on the subjective essence of one person's entire life experience" (Atkinson 2007, p.225). Within this research, the focus was, however, narrower and included primarily the professional side of the teachers' lives. The aim of these interviews was to get to know the teachers, to start building rapport, and to create context for the discussion of life and development within the timeframe of the programme during the subsequent interviews. As with all other interviews, I conducted these having no interview guide. Yet, the last point from the list with the initial ideas for this research provided guidance regarding what to inquire about had the need emerged. This included the past as both a teacher and a learner, decision to be a teacher and an English language teacher, the specifics of the previous working environments, decision to do the MA TESOL, and hopes for the future.

It was because I did not have pre-determined questions but rather aimed for a focused conversation that I called the instances of data generation 'narrative sessions' and 'post-session discussions' rather than 'interviews'. To explain, from the pilot study, I knew that interview as a concept could appear to some as being about a question-and-answer interaction akin to the one between a surveyor and a respondent. Within this type of interaction, the researcher is the leader. He or she asks questions and has most of the power within the interaction. The role of the participant is to

provide clear and accurate answers to the interviewer's questions. Contributions other than such answers are deemed irrelevant and are not welcome. This was the opposite of what I strived for. I myself knew that there are different kinds of interviews with different kinds of interaction but was not sure whether my participants would have the same awareness. I needed space for negotiating what the encounters were supposed to be about, and it was to open it that I called them as I did.

Here it needs to be acknowledged, though, that none of the participants did pick up 'narrative session' and 'post-session discussion' as the names for the encounters and called all of them 'interviews'. Despite this, most of them did eventually embrace the idea of having a focused conversation as an interview. This became evident from the change in the dynamics of interaction, which occurred as the research progressed. In the earlier encounters, it was common for the participants to expect me to lead the interaction and ask them questions. Many of the later ones, however, became more like everyday conversation between equals. The participants became more proactive and started to bring in new topics for conversation themselves. Their turns in the conversation also became longer as they became more elaborate in talking about themselves and their experience. They took back the power that they initially thought they needed to give to me as an interviewer. I will now explain how exactly the narrative sessions and post-session discussions happened.

4.4.4 The 1st round of data generation

The 1st round of data generation started on October 14th when I had the very first narrative session with one of the participants. This was nearly three weeks after the presentation that I gave as a part of the recruitment process. I did not start generating data earlier in order to allow my participants time to consider carefully their decision to take part. I also expected that the first few weeks of the programme would be hectic and did not want to put more demand on their time. In retrospect, I think it was a wise decision. Indeed, during the first narrative session, each of the participants acknowledged

that they found the first weeks overwhelming. This could have affected the quality of narrative sessions had they taken place earlier. This is because narrative sessions require personal engagement (Josselson 2013, p.12), and the participants might have found it difficult to provide it. Together with this, having the first narrative sessions a few weeks into the programme meant that when the participants were talking about themselves, their past, present, and future during the first narrative session, they were already reinterpreting them in light of their MA TESOL experience.

I started all first narrative sessions with the same question – "So, how are you doing these days?" – having learned from the pilot study that it was more productive to start the discussion by talking about the present. This helped to start building rapport and made the subsequent discussion of the past and future richer. I then listened attentively, occasionally reflecting back what I heard and asking to clarify, expand, or give an example for as long as it felt appropriate. Here is an example of how it happened. This example comes from the narrative session with Zulkani. This was a rather typical first narrative session, though it needs to be borne in mind that none of the narrative sessions or post-session discussions were ever identical.

> *"So how are you doing these days?", I asked having put aside a signed consent form and turned on the audio recorders.*

> *"So far so good.. Yeah. But I need to adjust myself with the teaching system here. Lots of reading, teaching with technology. This is something new for me. Yeah, I can say so far so good," Zulkani told in a flurry of words.*

> *"So far so good," I mirrored.*

> *"Yeah," Zulkani reaffirmed.*

> *"And getting used to the system," I echoed.*

"Yeah, I think so. I'm getting used to the system here," Zulkani replied, having probably interpreted my echoing as a question, and then continued, "Because I really would like to find out how to teach English with technology. It's really interesting. Especially some classes like Language Learning and Technology and Blended Learning …"

And so he told about his favourite classes and why they were favourite. He then briefly mentioned the other courses that he was taking and reassured that he was enjoying them too, even though they did not take place among his favourites.

"So you have a particular interest in technology, how to teach with technology", I returned to what seemed to matter to Zulkani the most at that time.

"Yeah, yeah. How to bring technology into my classroom, teaching English," Zulkani confirmed.

"And how did it happen that you became interested in technology?" I inquired.

Following this question, Zulkani turned to his past, explaining who he was and where he came from, why he wanted to do a master's degree and where his interest in technology fitted. Again, I was mirroring and echoing what he was saying. I was also asking more questions when something did not seem to connect or when, as a listener, I felt intrigued or needed more information to make sense of what was being said. This continued till the conversation started to feel somewhat repetitive. Then we stopped.

Following the first narrative sessions, I transcribed the audio recordings from them and sent the transcripts to the respective participants with a

request to read them before the next encounter. I further asked the teachers to think as they were reading:

- whether there was anything in what they told me that surprised them or made them think further;

- and whether anything in their experience had changed since the time of the previous encounter.

These were then the points that we discussed during the first post-session discussions, which took place approximately one month after the narrative sessions. In this way, the post-session discussions complemented and extended the narrative sessions. In terms of the dynamics of interaction, the post-session discussions were very similar to the narrative sessions: they were very individual with me trying to immerse myself in the teachers' sense making of their experience and to be an attentive and responsive listener.

4.4.5 The subsequent rounds of data generation

The subsequent rounds of data generation resembled the first one in everything except for the content of narrative sessions. Having discussed teachers' past and reasons for doing the master's degree during the first round of data generation, during the subsequent encounters, we focused more on the present and referred to the past only when needed. The main focus of discussion became the teachers' life and development within the timeframe of the programme. I started the subsequent narrative sessions by asking my participants how they were doing. I then also asked what they had been doing since our previous encounter and how they had developed over this period of time. This proved to be a smoother beginning for the encounters than stating the focus the way it was. By smooth I mean that the beginning and the encounters themselves felt more like an informal conversation rather than an official event. Such an atmosphere of interaction in its turn was what I purposefully strived to establish.

In continuation of the narrative sessions, I was mirroring what teachers were saying and asking them to expand and to give examples. I also asked them about what was a part of the focus but what teachers did not talk about nearly at all – their life outside of the programme. Moreover, there were many instances when I had to inquire specifically about their development as teachers since they were interpreting the earlier question about their development very broadly. Within each narrative session, when the discussion seemed to near the end, I stated the focus openly by saying something similar to "So, what I wanted to talk to you about today was your life and development during this time". I then asked if the participant had anything to add to what had already been said in relation to this. In most cases, the teachers said that this was what they were talking about and that they did not have anything more to add.

The second and the third narrative sessions were followed by post-session discussions identical in their format to the ones from the first round of data generation. There were no, however, post-session discussions in the fourth round of data generation. Though they were initially planned, I later decided to cancel them having noticed that, despite the intention behind them, post-session discussions turned out to be very similar to narrative sessions. While teachers always acknowledged that they found it revealing to read what they had said, they struggled to explain in what way. Each time after some questioning and prompting with hardly any success, we turned to the usual routine of narrative sessions. With the post-session discussions functioning the way they did, I felt there was no significant benefit for the research or for the participants to hold them in the end, and with the permission of the teachers we instead had longer last narrative sessions. During these sessions we discussed not only the usual topics but also the whole year and the experience of participating in this research.

Timewise, the second and the third narrative sessions took place right after the teachers handed in their assignments for the first and the second semester. The post-session discussions in their turn took place after the grades were released. Having the encounters arranged in this way meant

that during the narrative sessions the teachers were talking about their experience of the preceding semester and work on their assignments while it was still fresh in their minds. Post-session discussions in their turn, by happening around one month later and with the outcomes known, gave the teachers a perspective on the same experience. When it comes to the fourth narrative sessions, they happened right after the submission of the dissertations for David and Zulkani and sometime afterwards for Beatrice and Fatima. For numerous reasons, it was not possible to conduct the narrative sessions with Beatrice and Fatima earlier, and they got delayed by two months for Fatima and by nearly six months for Beatrice. This was another factor that influenced my decision not to conduct post-session discussions once again: for half of the selected cases, the narrative sessions themselves were already instances of discussing their experience from a more distant perspective.

4.4.6 The locale of the narrative sessions and post-session discussions

Most narrative sessions and post-session discussions took place at a coffee shop located near the building where the teachers had classes. The choice of this locale was purposeful and was informed by my aspiration to reduce the power asymmetry that is inherent to the interview process (Kvale 2007). The power asymmetry, which typically exists between the interviewer and the interviewee, was contrary to the idea behind the narrative sessions and post-session discussions. It has been observed that the physical environment is a major factor influencing the dynamics of power in the interview process with some environments being conducive to more equal relations (Elwood & Martin 2000). Having guessed that a coffee shop could be such an environment, I chose one that was rather quiet and convenient for my participants to get to. In retrospect, I think that holding the encounters there did indeed help the participants to feel more on an equal footing during the narrative sessions and post-session discussions and become more proactive.

I also had to conduct a few narrative sessions and post-session discussions via Skype. These were some narrative sessions and post-session discussions from the 3rd and 4th rounds of data generation. There was a need to turn to technology because at that time some of my participants returned to their home countries. It has been pointed out that Skype interviews can be problematic because of the poor Internet connection and lack of commitment on behalf of participants (Deakin & Wakefield 2014). I did experience some frustration with the Internet connection during one or two narrative sessions and post-session discussions, but for the rest, the Skype encounters were very similar to the face-to-face ones. It was probably the fact that we had already had experience of face-to-face encounters that helped the Skype ones work out that well.

Finally, a few narrative sessions and post-session discussions took place via email and live chatting services. Again, these were some narrative sessions and post-session discussions from the 3rd and 4th rounds of data generation. Email and live chatting services were the last resort to which my participants and I turned when for some reason narrative sessions and post-session discussions could happen neither face-to-face nor via Skype. This usually happened when the participants were away from Manchester but could not use Skype due to poor Internet connection or lack of a suitable environment for holding a conversation. In all cases, it was the participants who suggested using alternative means. Narrative sessions and post-session discussions that happened via email and live chatting services turned out, however, to have rather different dynamics to the ones that happened face-to-face and via Skype. Emails generated polished texts that resembled essays, while live chats stayed somewhere in between oral communication and communication via email. Both, emails and live chats, were more laconic if compared to how the same teacher communicated orally.

Table 1 summarizes the locales of the narrative sessions and post-session discussions with individual teachers:

Table 2 A summary of the locales

	Beatrice	David	Fatima	Zulkani
1 NS*	Face-to-face	Face-to-face	Face-to-face	Face-to-face
1 PSD**	Face-to-face	Face-to-face	Face-to-face	Face-to-face
2 NS	Face-to-face	Face-to-face	Face-to-face	Face-to-face
2 PSD	Face-to-face	Face-to-face	Face-to-face	Face-to-face
3 NS	Face-to-face	Face-to-face	Skype	Face-to-face
3 PSD	Face-to-face	Face-to-face	Facebook chat	Face-to-face
4 NS	Email	Face-to-face	Whatsapp chat	Face-to-face

* NS: Narrative session

** PSD: Post-session discussion

As it is evident from the table, there were overall not many narrative sessions and post-session discussions that I had to conduct using technology. However, most of them happened with Fatima, whose account I found in the end to be most laconic. Not very expansive in face-to-face communication, Fatima formulated her answers to any questions in chats in just a few sentences.

4.4.7 Recording data and meta-data

With the permission of the participants, I audio recorded all the narrative sessions and post-session discussions. I decided not to rely on my memory because I knew it would fail to keep the details of what was told, and it is often in the nuances that speakers encode how they want to be understood (Riessman 1993, pp.20–21). For this reason, I audio recorded all the narrative sessions and post-session discussions. I did so using two recording devices set at different angles, which helped to deal with the background noise – the major downsides to interviewing in public places (Josselson 2013, p.54). The recordings from the two devices were usually slightly different in terms of the level of different sounds, and this helped to decipher what the participants were saying even if the background noise was loud. If there was something that I could not understand on the

recording from one device, I could always refer to the recording from the other, and this helped in most cases.

In addition, after each narrative session and post-session discussion, I wrote reflective notes to situate what was said during a particular encounter into the context. I called such reflective notes meta-data, or data about data. Meta-data were needed because the context around an encounter can affect what is talked about during it, and, therefore, it is worth taking the context into account while analysing what was said (Clandinin & Connelly 2000, p.110). Inspired by ethnographers, who say that there is no 'natural' or 'correct' way to compose fieldnotes (Emerson et al. 2011, p.6), and following the ethos of this research, I wrote reflective notes narratively. In other words, the reflective notes took the form of my stories about an encounter with the participant. In each story, I described the events preceding the moment when I turned the audio recorders on, the specifics of the physical environment of the encounter, the mood and the dynamics of the encounter, and what happened after I switched the audio recorders off (see Appendix C for an example).

4.4.8 Supporting the data generation process with first hand experience of the programme

In addition to narrative sessions and post-session discussions, which were the main sources of data, I also attended two classes from each module as an auditing student. The primary purpose of my visits was to support the data generation process with first hand experience of the programme. In other words, it was "getting a feel for it" that I was after (Clandinin & Connelly 2000, p.76). Here it needs to be emphasized that during my visits I did not deliberately observe either my participants or anyone else in the classroom. Neither did I keep any notes in situ. However, after each visit, I still wrote reflective notes similar to the ones that I wrote after narrative sessions and post-session discussions to keep track of my own experience of the programme and my evolving relationship with the participants. These notes

remained private, and I used them solely as a means to remember the context around narrative sessions and post-session discussions.

Even though I was not generating data per se during the visits to the MA TESOL classes, each time I, nevertheless, sought permission from the respective tutors and made everyone in the classroom aware of my role. The visits proved to be a helpful supplement to the narrative sessions and post-session discussions. They, firstly, provided opportunities to further develop the relationship with the participants outside of the context of the narrative sessions and post-session discussions. Having this first hand experience of the programme, I was also able to engage more meaningfully with what my participants told me during the narrative sessions and post-session discussions. I found it particularly useful during the process of data generation itself. The very fact that I had been to the MA TESOL programme seemed to make the participants more confident that I could understand their experience, and this in its turn seemed to have a positive effect on their willingness to share it.

4.4.9 Managing and storing data and meta-data

The research produced a significant amount of data: more than 40 hours of audio recordings and nearly 60,000 words of reflective notes from narrative sessions, post-session discussions, and visits to the MA TESOL classes. Given the amount of the data, it became essential to manage and store them effectively to avoid loosing track of them (Robson 2011, pp.473–474). For this purpose, I created a separate encrypted folder, in which I copied all the audio recordings in timely manner. I labelled all the audio recordings using the standard system that I had developed to help me identify easily a particular audio recording when I needed it. As for the transcripts of the audio recordings and the reflective notes, I used Scrivener – a software programme originally developed for writers of novels, which helps to manage large amounts of text effectively. I stored the transcripts and the notes inside one Scrivener document in the form of 'novel' chapters and kept the document itself inside the same encrypted folder. To ensure the

86

safety of the data, I regularly backed up the encrypted folder to two external hard drives, which I kept securely at two different locations.

4.4.10 My growth as an interviewer and its implication for the data

Interviewing is a craft (Kvale 2007, p.137), and I developed it throughout my PhD. Prior to generating data for this research, I conducted a pilot study. During it, I interviewed a number of MA TESOL participants from 2013-2014 cohort – the cohort from which the participants for this research were recruited. In their thrust, the interviews that I conducted that year were similar to what later became the first narrative sessions. During them, I talked to the teachers about their professional life, their choice to do the MA TESOL programme, and their experience of it. Before this, I had no practical experience of interviews, and all my knowledge about them was from the research methods books. Piloting, therefore, gave me a chance to actually try doing interviews, and I learned a lot from this experience. This became reflected in the length of the interviews and the quality of data that I generated.

My first two pilot interviews were seven and fifteen minutes long respectively despite me making an arrangement with my participants for an hour. I felt insecure as an interviewer, jumped in with the next question whenever there was a second long pause, and did not ask any probing questions out of fear to be leading. Unsurprisingly, the data that I generated during these two interviews were very superficial. In comparison, the last pilot interview was nearly one hour long and much more insightful. By then, I started to feel more comfortable as an interviewer and stopped blushing at every question I asked. I also learned to slow down and bring myself to the present. I was able to stop the race of thoughts in my mind and focus on the interviewee. I did not rush with questions but did ask them if I had any, having given the interviewee a chance first to fully answer the previous one.

Hardly anything that I learned about doing interviews through piloting was completely new for me. I had read about most of it in the research methods books. What the pilot study gave me was a more nuanced understanding of

why certain things suggested by the books were important and to how actually do them in practice. For example, I was aware that it was very important to stay focused and listen to the interviewee attentively (as suggested by e.g. Josselson 2013; Kvale 2007; Mann 2016). However, it was only when I saw myself the immediacy with which the interviewees stopped talking if I got distracted in my mind even just for a second that what the books were saying sank in. It also took experience to become fully aware how demanding such focused listening is and to learn how I could actually prepare and then manage it.

My growth as an interviewer continued throughout the process of generating data for this research. Every interview that I conducted as a part of the fieldwork was slightly better than the previous ones. By better I mean that I was able to create a more comfortable atmosphere for the participant to talk about his or her experience. As the research progressed, I also learned to leave fewer loose ends in the interviews. I trained myself to notice in the moment of interaction and not to let go the feeling of puzzlement or confusion whenever I had it. In contrast, earlier I sometimes either did not notice it or deliberately suppressed it, expecting that everything would get clearer by itself later. What all this then meant is that the data that I generated for this research, while never a complete disaster, were not homogenous in terms of richness and quality.

4.5 Data analysis

4.5.1 Analytical approach

In its nature this research was exploratory. It was driven by my purpose to better understand professional development of English language teachers and by the first research question, which at the early stages of this research was:

- How did professional development happen for my participants?

In the beginning of the research, I, however, had little idea about what exactly in the data that I was generating would form the basis for addressing this purpose and answering this question. I was prepared that it could be anything. It could be the content of what was said, its linguistic form, or even the context around which the data emerged (Gubrium & Holstein 2009; Lieblich et al. 1998). Similarly, analysis could have involved the whole data set or only a certain part of it (ibid.). It was a part of the plan to explore the dataset as a whole to identify what seemed to be interesting in light of the purpose and question of this research to later zoom in it and analyse it in more detail in a way that appeared most appropriate. It was because there was this in-built step of exploration that I call the entire research exploratory.

My analytical approach in its essence was identical to the one that Riessman (1993) – one of the luminaries in narrative inquiry – describes as hers. Riessman (1993, p.57) says:

> *"I spend considerable time scrutinizing the rough drafts of transcriptions, often across a number of interviews, before going to the next level. <...> A focus for analysis often emerges, or becomes clearer, as I see what respondents say. <...> As I scrutinize transcripts, features of the discourse often "jump out", stimulated by prior theoretical interests and "fore-structures" of interpretation".*

This was exactly how I proceeded with analysing the data within this research. I realized this approach through a process that included three stages: transcription, initial exploration of all generated data, and in-depth analysis done based on the results of the initial exploration.

4.5.2 Transcription

The first step of analysis was to transcribe all the audio recordings. It has been argued that transcription is not an absolute must for analysis of interview data and that many forms of analysis can be successfully done directly from the audio recording (Gibbs 2007, p.11). I, however, decided to

transcribe and did all the transcription myself to help myself get familiar with the data and start thinking about them. I transcribed all the data at the same time as I was doing the fieldwork. This became possible because this research was longitudinal with the instances of data generation stretched throughout one year. This left enough time to transcribe all the audio recordings from each round before starting the next one.

Transcription is known to be not just a technical procedure but rather the first step of analysis (Mishler 2003). Transcription is a representation in the written form of what was said, and, as any representation, it is inevitably partial (Riessman 1993, p.13). The decision of what should be included and what can be omitted is analytical in its nature and is expected to be informed by a consideration of how the data will be analysed further. The next step within this research was to explore the data, and potentially anything about the narrative sessions and post-session discussions could have been of relevance to it. To make the task of transcribing of more than 40 hours of audio recordings manageable, I decided to follow Riessman's (1993, p.56) advice and transcribe roughly first and then re-transcribe adding more details if necessary. The rough transcription that I made included all the content of what was said but mostly with no fillers like "you know", "hm", "mmm", etc. I also marked the long and medium length pauses with three and two periods respectively. In addition, I specified in parenthesis in italics the most prominent paralinguistic features, such as laugh, chuckle, hesitation and alike.

My transcription overall had a 'poetic' form, which was informed by the works of Gee (2011). Following other scholars (e.g. Chafe 1994), Gee (2011, p.128) suggests that people do not speak in well-formed sentences. Instead, they speak in spurts. Linguists sometimes call such spurts intonational units. In English, spurts are more or less equal to clauses. A spurt is usually pronounced in one breath and is separated from the spurt preceding or following it with a short pause. Together, a few spurts may connect loosely into something similar to a sentence. However, such a sentence may not be grammatically correct according to the rules of written language. Gee (2011)

proposes to reflect the spurt nature of spoken language in transcripts by writing down each spurt on a separate line. This makes the transcript look like a poem.

I decided to adopt this approach because I found that it helped my work with the transcripts. Before, I tried to transcribe in a rather standard way by putting the speaker's words into a paragraph. However, I found it very difficult to read such paragraphs afterwards. I was constantly getting lost in long loosely structured sentences. In contrast, I found that I could read 'poetic' transcripts without stumbling and I could see clearer what was said. Here it is necessary to point out that I was not meticulous about identifying the boundaries of the spurts. The boundaries have been earlier shown to be arbitrary (Stelma & Cameron 2007), and I could not see any benefit for this research of me joining the discussion around how exactly the boundaries should be identified. For this reason, I started a new line each time it seemed to me appropriate. Here is an example of what the resulting product looked like:

> *So far so good*
>
> *Yeah*
>
> *But I need to adjust myself with the teaching system here*
>
> *Lots of reading*
>
> *Teaching with technology*
>
> *This is something new for me*
>
> *Yeah*
>
> *I can say so far so good*

The reader may notice that it is not, however, how I present the data later within this thesis. Instead, I present them in the standard way of putting the words of the speaker into a paragraph. I do so because, even though I find 'poetic' transcription to be very helpful for myself, I do not expect everybody to be as enthusiastic about it as me. I have put the 'poetic' lines into paragraphs only for the extracts that were to be included into the thesis, and I did so only at the very late stages of the research. I used some punctuation

that seemed to be appropriate for the content of what was said and the intonation with which it was said. As for the participants, it was the 'poetic' transcripts that I asked them to read. I did not make any adjustments for the participants because at that stage I was not aware yet that some might find reading such transcripts more challenging than the standard ones. None of the participants, however, ever raised any considerations about the form of what I asked them to read.

Finally, as I was transcribing I also made some minor corrections to the speech of those of my participants for whom English was not the first language. For them, I corrected the most obvious grammatical mistakes that they accidently made. For example, I changed "more good" with "better", "it's really involve" with "it really involves", and "it was strange to reading my words" with "it was strange to read my words". All of my corrections stayed at the level of grammar. I never amended in any way the content words even if their choice was apparently wrong. For example, I did not replace "know" with "have" in "I knew the knowledge, but I never used it". The purpose behind my corrections was to help me get at the meaning of what the teachers were saying by removing the distractions that the grammar mistakes created. I did not change, however, the content words because their choice, be it even incorrect, suggested a particular meaning that I could have lost if I had made any replacement.

This was how I prepared the rough transcripts expecting to re-transcribe had the need for this arisen. The need, however, did not arise, and it was these transcripts along with the original audio recordings that I used throughout the entire process of data analysis.

4.5.3 Exploring the data

The next step was to explore the data. Within this step, I did two things: inserted subheadings into the transcripts and wrote memos.

Inserting subheadings into the transcript was akin to dividing a book length text into chapters and giving a title to each chapter. As a process, it looked as

follows. I read through the transcript and noticed the points within it when the topic of the conversation changed. I then looked at the text preceding the point and gave it a title that summarized its content. Here are, for example, the first ten subheadings that I inserted into the transcript from the first narrative session with Zulkani:

- Current experience: Need to adjust oneself with the system here

- Interest in educational technology

- Origin of the interest in educational technology

- Getting a scholarship to do MA TESOL

- Thinking about using insights from the MA TESOL in his context

- Summary of the past experience

- Decision to do a master's degree

- Decision to become a teacher

- Decision to become an English language teacher

- Experience of learning English

Inserting subheadings into the transcripts helped me to get familiar with the data and to see clearer what was covered during each of the encounters. It also allowed creating something similar to a table of contents for each narrative session and post-session discussion, which further helped me to navigate more effectively within the data set.

When it comes to memos, their function was different. It was to provide me with thinking space. Within them, I noted down my initial thoughts, surprises, early attempts to interpret what was said, the questions that it raised in my mind, and similarities and differences that I could spot between the cases of individual teachers. The ideas from the list with initial ideas for this research provided my thinking with a starting point. As I planned, I

focused on the teachers' professional identity and teacher beliefs as they appeared within the data and any changes construed broadly that I could see had happened to them. I also did think about the teachers' contexts of work, their past experiences as teachers and learners, and the rest. Together with this, I was conscious not to allow the ideas from the list to confine me. The only rule that I had for myself about writing memos was that whatever came up to my mind, regardless of what it was, had to be noted down and not to be left in the custody of my memory.

I transcribed the audio recordings and engaged in exploration within the same programme – Scrivener – that I used to store the data. As a process, it happened in the following way. I either transcribed the entire interview or a chunk of it of approximately 15-20 minutes long and then re-listened to the audio recording checking that I did not miss anything and that my transcript was a fair representation of what was said. After that I inserted subheadings into the freshly transcribed text and rarely amended them afterwards. As for the memos, I wrote them at any time that I engaged with what was said and had a new idea about it. In most cases, it was after I transcribed a particular audio recording and summarized its content by inserting subheadings into the text. However, there were also many instances when ideas popped up in my mind in the very moment of transcribing. In these cases, I paused the process of transcribing and noted down the ideas. Overall, the process of writing memos was very iterative, and I kept adding more of them each time I re-read or re-listened to the data.

Through the exploration, I came to the conclusion that to fully uncover how professional development happened, I had to focus on the cases as a whole. Each case had many peculiarities, and I felt that unless I focused on the cases as a whole I risked overlooking them. In light of this conclusion, I decided to limit the number of cases to four to make the task of focusing on the cases as a whole manageable with the amount of time and resources available to me. I decided to focus on four cases precisely because I found that four was optimal for a balance between the depth of analysis of each case and the breadth of coverage of different cases. I then selected the cases of Beatrice,

David, Fatima, and Zulkan. As mentioned earlier, in choosing these cases, I aimed for balance and maximum diversity in terms of gender, previous experience, first language, perspective on the MA TESOL, and expansiveness in telling about one's experience.

4.5.4 In-depth analysis

Having chosen the four cases, I delved into the third of the three stages of analysis – in-depth analysis of the four selected cases. My engagement with the data at this stage was at first rather similar to what I did when I explored them. As before, I read through them and listened to them multiple times. As before, I also recorded my thoughts in the form of memos, only using a different background colour for the memos to differentiate the new from the earlier ones. Very early into this process, I, however, also started to write about the data. At that stage, I did not yet know what the data were saying to me or what I was trying to achieve. I, however, trusted the advice, which I encountered in numerous methodological books and which Gibbs (2007, p.25) puts succinctly when he says:

> *"Writing is thinking. It is natural to believe that you need to be clear in your mind what you are trying to express first before you can write it down. However, most of the time the opposite is true".*

In the end, this advice proved to be invaluable.

As a process, writing about the data was very lengthy and iterative in its nature. I started by summarizing what each of the teachers said during each of the encounters, which led me to some observations about the data. I then followed the observations and wrote more about the data. This then led me to more observations and more writing. Such cycles repeated until I finalized the cases presented in Chapters 6-9. I will explain exactly how I constructed the cases and why I constructed them in this way in the next chapter. Here I will continue with discussion of ethics and trustworthiness of this research.

4.6 Ethical considerations

It goes without saying that any research needs to be ethical. Researchers are generally expected to seek informed consent prior to getting anyone involved in their study and ensure that the participation of those whom they get eventually involved is voluntary. They are further expected to be honest with their participants and avoid causing them harm. Guaranteeing anonymity, confidentiality, and the right to withdraw are often seen as a must. This is in addition to the responsibilities that a researcher has towards academic community for ensuring quality and integrity of the research being conducted and towards society for using its resources mindfully. In practice, these principles are, however, as Josselson (2007) observes, fraught with dilemmas of choice, which permeate the very process of doing research and that can be far from straightforward. This is what I found when I started this research, having agreed to abide by these principles as a part of obtaining the ethical approval for it from the University of Manchester ethics committee.

In practice, I found myself constantly dealing with dilemmas – dilemmas about how to enact the generally accepted principles of research ethics. Did what I say about my research make the consent that my participants gave me informed? Is the consent that they gave before still valid or do I need to renegotiate it? Particularly challenging were the questions that concerned the balance of my responsibilities towards my participants and others in the context of my research, on one hand, and the academic community and society, on the other. Do I need to disclose the name of the institution? Can I disclose it, and, if so, whose consent should I seek? These are just a few examples of the dilemmas that I dealt with.

In dealing with these dilemmas, the 'ethical attitude' (Josselson 2007, p.538) and more specifically the golden rule, which says that one should treat others as one would like others to treat oneself, became my compass. I constantly checked what I was doing as a part of this research against it and answered my own questions about what an appropriate conduct was in

every situation that I found myself in as a researcher. When I doubted whether I had provided enough information about my research for the consent to be truly informed, I told more about what I was doing. When I was not sure whether the consent was still valid, I renegotiated it. This all was how I wished I was treated myself in a similar situation.

The 'ethical attitude' (Josselson 2007, p.538) was also behind my decision to disclose the name of the institution, which was then approved by the Head of School and the Director of the MA TESOL programme at the time. I understood that as a researcher I was obliged to protect institutions in the same way as individuals. I also understood that disclosing the name of the institution, in addition to making it vulnerable, made the identities of the participants more difficult to protect. Yet, I decided to name the institution having checked my ethical compass, assessed the risks, and found them minimal while the benefits for the audience of this research substantial. Overall, the fact that I did not see ethics as merely a matter of obtaining an ethical approval but rather had dilemmas and approached them in this way makes me think that this research was indeed ethical.

4.7 The question of trustworthiness

The question of trustworthiness is key for any research. Yet, it is exceptionally complex. As Riessman (2008, p.186) observes, "there is no canon", or, in other words, there is no standard answer associated with this question. There are no universal criteria following which will ensure that a piece of research can be trusted and its findings can be taken seriously (Denzin 2011). The criteria for each piece of research will depend on the research paradigm that spawned it (Riessman 2008, p.185). Different expectations exist with regard to positivist, post-positivist, interpretivist, constructivist, and other kinds of research (ibid.). The same is true for different kinds of narrative inquiry. Research conducted as narrative inquiry will be expected to abide by different criteria depending on its aims and what other assumptions, in addition to humans being storytelling species, were brought to it (ibid.).

This research was informed by the pragmatic strand in narrative inquiry and more specifically by ideas of Clandinin and Rosiek (2007) and Clandinin and Connelly (2000). Like them, I viewed experience as inexpressible and any expression of it as its representation, which is inevitably partial. I did not expect this research to produce an account of experience as it was. According to my understanding of experience, this would have been an expectation that was impossible to fulfil. Instead, I wanted this research to generate some understanding of the issue in focus, that is of professional development, expecting such an understanding to eventually have an impact on how the issue is experienced. This is because, as Clandinin and Rosiek (2007) suggest and I, having been informed by them, believe, experience is neither fully physical nor mental and, therefore, how something is understood inevitably influences how it is experienced.

In search for such an understanding, the criteria that I kept in mind as a reference point in my attempt to ensure quality and trustworthiness of this research was as follows in no particular order:

- Consistent and well-informed research design, which is thoughtfully carried out: I saw research design as a core of any research and believed that for a piece of research to be good, such design needs to be consistent and well-informed. Sampling, data generation, and data analysis methods and tools all need to match research aims, be consistent with the theoretical framework, and show awareness of the current scholarly discussion of relevance. The research design then also needs to be thoughtfully carried out.

- Honesty and transparency about the research process: Similarly to Denzin (2011), I believed it was essential to provide a truthful and clear account of how research was undertaken for its findings to be appreciated.

- Reflexivity: As Finlay (2003, p.5), I was aware that "the researcher is a central figure who actively constructs the collection, selection and interpretation of data"; that "research is co-constituted – a joint

98

product of the participants, researcher and their relationship"; and "that meaning is negotiated within particular social contexts so that another researcher would unfold a different story". Therefore, I saw reflexivity, or questioning one's role as a researcher in shaping research, a key prerequisite for being honest and transparent about the research process.

- Ethical conduct: I strongly believed that only research that is ethical in its nature could be considered to be of high quality.

- Coherence and clarity of presentation: I saw presenting research as an integral part of doing it and, as Riessman (2008, p.189), believed that lack of coherence and clarity in presentation automatically makes any research difficult to trust.

- Pragmatic use: Having been informed by the pragmatic strand in narrative inquiry, I expected this research to have pragmatic use (Riessman 2008, p.193). Together with this, I understood that pragmatic use was not something that I as a researcher could fully predict or ensure. I knew that the judgement of how useful this research is, be it for scholarly discussion or practice, would ultimately lie with the audience.

CHAPTER 5: CONSTRUCTING THE CASES

The aim of this chapter is to explain how I constructed the cases. For this purpose, I will, firstly, discuss the nature of the data, which contrary to my expectations turned out to be largely non-narrative, and my divorce from and reunification with narrative inquiry as a theoretical framework. I will then zoom in the nature of the cases and explain how exactly I constructed them. I will also discuss them as a product and offer some more information about them that I feel will benefit subsequent engagement with them.

5.1 The largely non-narrative nature of the data

I adopted narrative inquiry as a theoretical framework in the early stages of this research seeing many advantages to it but, above all, expecting the data that would emerge to be narrative. It seemed natural to me to expect that the teachers would discuss their life and development within the timeframe of the programme – the focus that I had set for the in-depth interviews – by telling stories. The pilot study, which I conducted prior to embarking on this research, seemed to support my expectation. Within it, I interviewed a number of teachers from 2013-2014 MA TESOL cohort – the cohort preceding the one from which the teachers for this research were recruited – once, and the pilot study participants did indeed tell stories. However, I now find that it was naïve to expect the data from one-off interviews to be indicative of the data that I would generate within longitudinal research with many interviews held with the same participants.

Within this research, the four teachers did indeed tell stories, very much like the pilot study participants did, but only during the first two encounters when we discussed their past, and in the subsequent encounters this changed. Instead, more chronicle-type talk started to emerge. As mentioned earlier, chronicle is a type of discourse that I, similarly to many scholars working with narrative (Carr 1986; Ryan 1993; White 1987), distinguished from narrative. It is a type of discourse that provides a rich description of the present but that in itself does not have a plot (ibid.). That is it does not

have a consequential linkage of events describing the passage from one equilibrium to another (Todorov 1971/1977, p. 111, cited in Czarniawska 2004, p. 19). Here are two examples of what I considered to be a chronicle in what the teachers said. Both come from the second post-session discussions: the first one – with David and the second one – with Fatima:

> *"I am just thinking about what I will be doing after this course. Well, I really should be thinking about these assignments. I am not really giving them that much thought to be honest. Not as much as it should be. I've been applying for a few jobs going back abroad. Just after, I'll need to go back to the Middle East, but I thought of may be going back to China may be for a year". (David, March 2015, 2PSD)[6]*

> *"Actually since that time until now, I didn't spend any time on my life. Just studying.. I thought this semester would be easier than the previous one, but it's not. Especially I am now thinking about the dissertation. This kind of things puts me under stress. I have to decide on the ideas, and I am still struggling. And I haven't decided yet. I am not sure about my ideas. So every moment in my life, I am just thinking about the ideas for the dissertation research". (Fatima, March 2015, 2PSD)*

As everything in what the teachers said that these two extracts exemplify, they are situated in the present and provide its rich description. They, however, do not have a plot. There are no two equilibriums and, therefore, no description of the passage between them. Neither there is a sense of "and then" typical of stories (Salmon & Riessman 2008, p.79). The extracts are akin to how a radio commentator describes a sports game while the game is still unfolding, which is a vivid example of chronicle-type talk provided by Carr (1986, p. 59) that I mentioned in Chapter 3.

---

[6] Throughout this thesis, the time in the parenthesis after a quote refers to the time when the interview, from which the quote was taken, was conducted. After the time, I mention what type of interview it was: narrative session (NS) or post-session discussion (PSD). The number accompanying the code for the type of the interview specifies which narrative session or post-session discussion it was: the first, the second, the third, or the fourth.

Retrospectively, I do not find the dominance of the chronicle-type talk in the second narrative sessions and subsequent encounters surprising despite my initial expectation for stories to emerge. For a plot to be created, the outcome needs to be known, and the preceding events need to be selected, lined up, and connected in a way that would show how the outcome was achieved (Carr 1986; Czarniawska 2004; Polkinghorne 1988). The teachers did not yet know the outcome of their life and development within the timeframe of the programme as they were talking to me while the year was still unfolding. Therefore, they could not do this. All that they could do was to describe in the form of chronicle what was happening to them and tell stories only about particular aspects of their experience that were finished. This is, for example, an assessment period that had passed or an interest in something that had been discovered.

During the last narrative sessions, chronicles did not become less dominant despite the programme being over, which meant that the stories could have already been potentially told about the whole year. By then, there was already a lot of shared experience between the teachers and me, and a lot had been already discussed about them and their year of the MA TESOL. It felt unnatural to talk about the details of the year again, and the focus of the discussion shifted on what the teachers were doing as a part of exiting the programme, which once again generated chronicles. Similarly, chronicles were present in the first two encounters, though they were not yet as numerous as they became later. Along with telling about their past, which largely generated stories, during the first two encounters, the teachers also discussed their current experience, which once again produced chronicles.

Moreover, chronicle and narrative were not the only two discourse forms that the teachers used during various narrative sessions and post-session discussions. They also used many other ones, which I believe even a linguist would struggle to name all. This is because, in addition to talking about their experience, during the encounters, the teachers also expressed their opinion on various issues, described different settings, thought about future, answered questions, and did much more. This all made the resulting data,

contrary to my expectation, appear to be largely non-narrative in its nature. To be more specific, the data contained only some small stories intermingled and outweighed by chronicles and other discourse forms. Even more importantly for me, given my expectation for big stories to emerge, the data for each teacher altogether did not represent a big story. There were no sufficient connections and instances of "and then" (Salmon & Riessman 2008, p.79), especially across various encounters, to say otherwise.

5.2 Divorce from and reunification with narrative inquiry as a theoretical framework

I first started to sense that I was not getting the data that I had hoped for in the middle of the fieldwork, but it took me many months more to accept this. At first, I was in denial and scrutinized the transcripts again and again in hope to convince myself that the data were narrative. I questioned my understanding of narrative, doubted whether I knew at all on a personal level what a story is, and asked others to read and comment on extracts from the transcripts. When I eventually gave in, my initial impulse was to discard narrative inquiry entirely from this research. I did not think it was possible to do narrative inquiry with non-narrative data. For some time, I indeed continued this research while not thinking of it as narrative inquiry. However, later, my path as a researcher brought me back to where I started and reunited me with narrative inquiry. This happened when I was writing about the data as a part of in-depth analysis of the four selected cases.

Writing about the data, I found that to fully answer the first research question, which at that time was still the only question that was driving this research, I needed to construct the cases. It was the only way I felt I could discuss professional development of each teacher with all the details that I believed were needed. Trying to construct the cases in its turn, I also found story to be the most appropriate format for them. The data, on the basis of which I was constructing the cases, while not being narrative themselves, were about experience, and it is through story that experience is typically made sense of (Bruner 1986; Clandinin & Connelly 2000; Polkinghorne

1988). In the end, I wrote big stories myself, and it was then these stories that became the cases. While doing so, I relied on the understandings from the theoretical framework that I started this research with, and this reunited me with it.

5.3 The nature of the stories presented as cases and the approach used to construct them

For this research, I wrote four big stories – one about each teacher. Within them I told about the respective teacher and his or her year of the MA TESOL and pointed out what professional development I could see had happened to them. Writing the stories, I used what Polkinghorne (1995) calls narrative analysis. This is one of the two general approaches to analysing data within narrative inquiry research, with the other one being paradigmatic analysis of narrative data. The two approaches differ with regard to the stage at which stories emerge within a piece of research. Within paradigmatic analysis of narrative data, stories emerge at the stage of data generation and are then analysed paradigmatically. That is they are analysed with the use of the mode of thinking that Bruner (1986) called paradigmatic – the mode of thinking that is logical and scientific in its nature and that allows identifying categories and creating taxonomies. Within narrative analysis, in contrast, stories emerge at the stage of analysis, and they come into being from rendering non-narrative data into a story form, which is what I did within this research.

Polkinghorne (1995) described the two approaches in rather general terms and did not provide specific examples or instructions of how they can be used in practice. Neither was I able to find examples or instructions that I felt I could follow within this research elsewhere. Narrative inquiry research that uses narrative analysis is much more scarce compared to the one that uses paradigmatic analysis of narrative data. Polkinghorne (1995) himself pointed out this misbalance, which he explained by academia's general preference for paradigmatic mode of thought and reticence towards the narrative one. Previous research that did use some form of narrative

analysis was in its turn very different from this one. Out of this research, what I felt was the closest to what I intended to do and eventually did were biographic studies (Hayes 2010; Kelchtermans 1993b; Tsui 2007) and some forms of ethnography (Clandinin et al. 2016). Yet, both differed from this research in some important ways, which made them unusable as examples for it.

Biographic studies generally focus on the respondents' past, and even if the data for these studies are generated through multiple interviews, the timing of the interviews is hardly ever truly taken into account. In contrast, within this research, the focus of narrative analysis was on the same time with when the interviews took place, which made the timing of the interviews important. The time of the fieldwork and the time that then becomes the focus of analysis tend to be the same within ethnographic studies. However, within such studies, data tend to be generated differently. Rather than through repeated in-depth interviews with the same respondents, they tend to be generated though prolonged engagement in the context of study and journaling about such engagement. The different nature of the data in its turn did not allow the analytic procedures used within such studies to be transferred to this research. As for examples of longitudinal interview-based research using narrative analysis, which this research was, I was not able to find any.

Having been unable to find examples to follow, I had to develop my own procedure for doing narrative analysis within this research. I started by considering what stories are and what needed to be in the cases for them to appear as stories. In this process, I encountered Stein and Albro's (1997, p.6) words and found them illuminating. Stein and Albro (1997, p.6) say:

> *"A primary goal of storytelling is to communicate an understandable account of events experienced by a protagonist with respect to the ways in which the protagonist's world changed as a result of experiencing certain events (e.g., the problems and opportunities that arose because of precipitating events), the ways in which the protagonist evaluated*

and appraised these events, and the goals, plans, and actions the

protagonist activated in response to these precipitating events".

What stroke me within these words was the emphasis on the need to acknowledge the protagonist's goals and plans. Returning with this idea to the data, I found to my surprise that not only the teachers clearly articulated their goals, but that their goals were in a way the main anchor of their meaning making.

5.4 Goals as the main anchor in the teachers' meaning making

A goal, or a purpose, aim or desire, is how I call what the teachers wanted to achieve by doing the MA TESOL programme. The goals that the teachers had were wide ranging, and they will be explained in detail within the cases themselves. Here I will only give a hint of what they were. Beatrice wanted to change the situation in which she could not teach the way she believed was right; David and Zulkani wanted to change their employment status; and Fatima wanted to upgrade herself to fit better her new professional role and to open an opportunity for herself for further professional growth. These goals were very prominent in the teachers' meaning making. In fact, the goals in a way emerged as an anchor with which all the four teachers made meaning of their experience, and this was the case with all first and most of the subsequent narrative sessions and post-session discussions.

It was during the very first narrative sessions that the goals first emerged as the main anchor with which the teachers made meaning of their experience. Back then, I wanted to get to know the teachers and to get a sense of how the first weeks of the programme were like for them. I started all the encounters with the same question, which was "So, how are you doing these days?", and usually within just a few minutes of answering it the teachers stated what they wanted to achieve by doing the programme. It was by relating what they were going through to what they wanted to achieve that the teachers made meaning of their present. The teachers then turned to the future to clarify what exactly their goals were about and to their past to

106

explain where these goals came from. It was in this way that they introduced themselves to me, who, at that stage, was still a stranger, and made meaning of their early experience of the programme.

Here it is enough to remember the extract from the first narrative session with Zulkani, which was presented in the previous chapter to illustrate how the first narrative sessions happened. For the reader's convenience, I reproduce here a part of it that is most revealing:

> *Volha: "So how are you doing these days?"*
>
> *Zulkani: "So far so good.. Yeah. But I need to adjust myself with the teaching system here. Lots of reading, teaching with technology. This is something new for me. Yeah, I can say so far so good".*
>
> *Volha: "So far so good".*
>
> *Zulkani: "Yeah"*
>
> *Volha: "And getting used to the system"*
>
> *Zulkani: "Yeah, I think so. I'm getting used to the system here because I really would like to find out how to teach English with technology".*

As it is evident from this extract, within just a few brief exchanges Zulkani stated his desire to learn how to teach English using technology, which was an integral part of his goal to change his employment status. Following this, most of the encounter passed with Zulkani explaining what exactly his desire to learn to teach English with technology was about, how it emerged, and what he was doing at that moment in time to fulfil it. Here my shaping influence on the conversation, which came as a result of me inquiring directly into Zulkani's interest in teaching English with technology and which came a few exchanges after, must be acknowledged. However, Zulkani could have answered only briefly to my query. This was, though, not what happened. It was only after I asked Zulkani about his desire to learn to teach

English with technology that the conversation stopped stumbling and started to flow. It was as if my question gave permission to Zulkani to talk about what he actually wanted to talk about. This was the same with the other three teachers.

The goals were the main anchor with which the teachers made meaning within the first narrative sessions, and this stayed the same during the post-session discussions, which complemented them. More than that, this barely changed during the subsequent encounters. The focus of the subsequent encounters was the teachers' life and development within the timeframe of the programme, and the teachers talked about it in the same way as they did about their present during the first encounters. That is they talked about it by relating what they were going through to what they wanted to achieve. They highlighted what they were doing specifically to achieve their goals, what obstacles they were encountering on their way, how they dealt with these obstacles, and what they were learning from their experience of pursuing their goals. Here is, for example, how Zulkani, who by the end of the year became more interested specifically in mobile technology as a resource for teaching and learning, described his experience of attending IATEFL conference:

> *"I also attended IATEFL conference, which was really nice. I really liked the conference because I met many people, many great people in English language teaching field. <…> During the conference, most of the presentations that I chose were about mobile technology because that's my interest – mobile technology. <…> I was really inspired by the speakers. In addition to getting knowledge from them, they also inspired me to be like them, I mean to introduce mobile technologies, to be a speaker in my context later on". (Zulkani, June 2015, 3NS)*

The goals were present in encounters with all the teachers, and it was so within most of the encounters. However, there were a few encounters with Beatrice and Fatima when the goals seemed to have disappeared. This happened when Beatrice and Fatima were overwhelmed by the present and

could not step back from it to make meaning of it within the broader picture of their lives. For Beatrice, this happened during the third post-session discussion when, unable to articulate the research questions for her dissertation, she could not talk about anything but them. For Fatima, these were quite a few encounters that took place between the first and the last ones. During that time, Fatima was particularly stressed about coping with the programme, and it was this that she mainly talked about. For both Beatrice and Fatima, the goals reemerged in the subsequent encounters when the present became less demanding for them. It was if with the increase in tension in the present, more immediate goals such as to cope with the programme emerged for them and overshadowed the original ones. However, once the tension was resolved, they both returned to what they generally wanted out of the MA TESOL.

5.5 The teachers' goals and the process of constructing the stories

With the teachers' goals being prominent in their accounts, I then constructed the stories by tracing on the basis of the narrative sessions and post-session discussions how the teachers pursued them. To be more specific, I constructed the stories by answering the following questions:

- Who were the teachers, and how did it happen that they chose to do the MA TESOL programme? What did they want to achieve by doing it?

- What did the teachers do, and what was happening to them over the year of the MA TESOL? How did it relate to their goals and feed into the pursuit of thereof? Can I see any changes construed broadly happening to the teachers' professional identities and teacher beliefs as the year progressed, and if so, what are they?

- What happened as a result? What was the end of the year like for the teachers? What were the changes construed broadly to the teachers' professional identities and teacher beliefs, if any, that the teachers finished the year with?

These questions then formed the core structure of the stories allowing the plot to emerge. The answers to the first and the third block of questions described the original and resulting equilibriums while to the second one – the passage between them. The answers to the three questions further formed the three key parts that Aristotle (cited in Boje 2008, p.205) already suggested need to be present in a story for it to appear as such: the beginning, the middle, and the end. Next, I will explain one by one how I wrote each of these parts allowing most space to the discussion of the middle as it was the longest and the most challenging part to construct.

5.6 Writing the beginnings of the stories

In the beginnings of the stories, I answered the questions:

- Who were the teachers, and how did it happen that they chose to do the MA TESOL programme? What did they want to achieve by doing it?

I answered these questions relying primarily on the first two encounters and retelling the stories that the teachers told during them about themselves, their past, and their decision to do the MA TESOL programme. This made the beginnings of the stories, in contrast to the big stories as a whole, a product of retelling rather than telling. In other words, for these parts alone, it was the teachers who were the narrators, not me. I was instead the one who retold the stories that they had constructed. To explain how exactly I did it, it is necessary to have a look at the nature of the stories that the teachers told during the first two encounters.

During the first two encounters the teachers told many stories as a part of their explanation of the origin of their goals. The first stories that the teachers told, having stated their goals, typically explained when and how the goals emerged. These stories rarely dated far back and were usually situated in the time just before the MA TESOL programme started. These stories then led to more stories being told about more distant past to explain how the situation in which the goals emerged emerged itself. In the same

way, the stories about more distant past further led to more stories being told about the past that was even more distant. It was in this way that the teachers discussed, sometimes by themselves and sometimes with my prompt, their past going as far back as the beginning of their lives. Writing the beginnings of the big stories, which formed the cases, then primarily involved reordering the stories that the teachers told and finding the way to retell them clearly and concisely.

As a process, writing the beginnings of the stories looked as follows. I, firstly, read the stories repeatedly taking a note of what the stories were about. I noticed in particular the connections that the teachers made. For example, reading the following story from the first narrative session with Fatima, I noticed that for her, doing the MA TESOL was associated with going and staying abroad:

> *"I had a chance to get a scholarship to study abroad, and really I wanted this because at that stage I wasn't too satisfied about my language. I thought I needed to be more efficient because I taught people at high level. So I came here". (Fatima, November 2014, 1NS)*

I further noticed that for her, to go and stay abroad was primarily an opportunity to improve her language proficiency. I also noticed that she wanted to get this opportunity to make herself fit better her new professional role as a tertiary-level language instructor. Apparently, she felt she did not fit the role well enough, and the reason was her language proficiency, which she believed was not up to the standard for a language instructor at tertiary level.

Having unpacked in this way all the stories that a teacher told during the first two encounters, I set the data aside and wrote the beginnings of the stories relying purely on my notes. In writing, I synthesized how I came to see the respective teacher's past based on the close examination of the stories that he or she had told. Having written the first draft of a beginning, I then spent a considerable amount of time cross-checking what I had written with the data and making appropriate modifications to it. Once again I

focused in particular on the connections, checking meticulously that there were no contradictions between what I wrote and what the teachers had actually said. I further supplemented my writing with quotes from the data and made the words and phrases that I had borrowed from the teachers' speech and used while writing the beginnings stand out by putting them into italics and inverted commas.

Writing the beginnings of the stories was identical for all the four cases in terms of both principle and process. Despite this, the resulting relationship between what I wrote and what the respective teacher had actually said was different for each case. This was because of the differences among the teachers with regard to how exactly they told the stories that later became the ground for writing the beginnings. David and Zulkani were very expansive in their accounts of their past providing many details about it. The beginnings of the stories about them are, therefore, a condensation of what they had actually said. This condensation foregrounds the core of their account of their past as a whole that I saw in what they had told. In contrast, Fatima was very laconic describing her past in very short stories, which often appeared rather opaque. The beginning of the story about her is, therefore, an expansion of what she had told. This expansion explicates what I found Fatima encoded in the short stories that she had told. Beatrice in her turn were somewhere in the middle, and so was the beginning of the story that I wrote about her.

5.7 Writing the middle parts of the stories

5.7.1 An overview

In the middle parts of the stories, I answered the questions:

- What did the teachers do, and what was happening to them over the year of the MA TESOL? How did it relate to their goals and feed into the pursuit of thereof? Can I see any changes construed broadly happening to the teachers' professional identities and teacher beliefs as the year progressed, and if so, what are they?

I answered these questions on the basis of all the seven encounters. In answering them, I relied purely on what the teachers told and what I could notice from how they told it, in full awareness that there could be a significant difference between what the teachers said they did and what they actually did. There were two important decisions that I had to take as a part of the process of writing the middle parts, both of which shaped the resulting product: how to structure the stories and how to position myself within them. I will next explain these two decisions as well as how exactly I acted upon them, starting with the one concerning the structure.

5.7.2 Decision regarding the structure

As explained in Chapter 3, it is typical for stories to adopt chronological structure. Therefore, from the very beginning of writing the middle parts of the stories, it was the chronological structure that I had in mind. However, planning to use the chronological structure, I still had to choose what time to use as a basis for it: the time when something was told or the time to which what was told referred. In other words, I had to choose between what Chatman (1981) calls discourse-time and story-time of the data. After careful consideration, I chose the former. To be specific, I chose to use the time of different encounters rather than the time to which what was told during them referred as the basis for the chronological structure. The main reason for my choice was the evolving nature of the goals and its implication for how the teachers made meaning of their experience.

There was a lot of consistency in what goals the teachers defined for themselves from one encounter to another. However, the goals were not set in stone. As new experience emerged, the teachers' goals and ideas about how to achieve them evolved. When a change happened to the goals and associated with them ideas, how the teachers talked about their experience immediately changed. The teachers once again related what they were going through to what they wanted to achieve, but what they were finding in their experience to be of significance was different. It was contingent on the goal's new form. When this happened, the teachers further often remade the

113

meaning that they had earlier made of their experience. This meant that there were instances when the same period of time was described differently within different encounters.

The use of the discourse-time as a basis for the chronological structure in its turn allowed me to capture this evolving nature of the goals and, associated with that, the evolving nature of the meaning that the teachers made of their experience. Using it, I did not need to group together what a teacher said about a particular time regardless of when he or she said it, which would have meant bringing together sometimes rather contradictory accounts. Instead, I moved from one encounter to another noticing what goals the teachers defined for themselves during each of them and how they, having these goals, saw their experience regardless of when this experience actually happened. Such an approach to structuring the stories that I wrote allowed me to accommodate within them different perspectives on the same experience that the teachers had at different moments during the year.

Having decided to use discourse-time as a basis for chronological structure, I, however, did not construct the middle parts of the stories by merely describing the seven encounters and what was told during them. When I initially tried to do so, I found that this made my writing appear repetitive. This was because, despite the evolving nature of the goals and the associated with it evolving nature of meaning made of experience, there were still a number of topics that were talked about again and again in a rather similar way. In other words, there were themes running through different encounters with the same teacher, and I found that unless I kept them together I could not achieve economy in my writing. Economy in its turn, which can be seen as an opposite of wordiness, is, as Robinson and Hawpe (1986) suggest, one of the key features of narrative thinking. This is the feature without which I found it was difficult to achieve narrativity, or the sense that the text represents a story (Pier & Landa 2008).

With these considerations that I were to use discourse-time as a basis for chronological structure but at the same time keep the themes running

through various encounters together, I wrote the middle parts in the following way. I examined all the seven encounters for each teacher and identified themes running through them. I noticed in particular when and how a theme grew to prominence, how it evolved over the encounters, and when and how it disappeared if it ever did. I further looked for the points during the year when any change occurred to the teacher's goal and analysed what the change to the goal meant for each theme. I then created an outline for the middle part of the story, in which I brought together the results of such an analysis. Using chronology as a basic structure, I, firstly, positioned within the outline what appeared as a crunch point. That is I positioned the point when a significant change, usually associated with a change to the goal, occurred to how the teacher described his or her experience. I then allocated space around this point, or sometimes points, for the discussion of the themes.

The outlines that I created were rather basic. Here is, for example, the one for the middle part of the story about David and his year of the MA TESOL:

Table 3 The outline for the middle part of the story for the case of David

- Pragmatic approach; emphasis on the actions being oriented towards achievement of his goal;

- Concerns about usefulness of the MA TESOL programme for his development as a teacher;

- Struggle to cope with the MA TESOL programme;

- Intrinsic interest in the other course he was doing – the one that he called the *"human body"* course;

- Little interest in the topics covered by the MA TESOL programme except for the theory of motivation;

- The crunch point: Crisis of the second semester caused by the

dissatisfaction with his life as a postgraduate student;

- Search for ways out of the crisis with the return to teaching being one of them;

- A change in perspective on the usefulness of the MA TESOL programme for his development as a teacher following his return to teaching.

Having created an outline like this one, I then used it along with the data themselves to write the first draft of the middle part of each story. In the first draft, I also pointed out any changes construed broadly that I could see had happened to the teachers' professional identities and teacher beliefs. I further supplemented the draft with quotes and put words and phrases that I had borrowed from the teachers' speech in italics and inverted comas.

Once the first draft was ready, I used it to interrogate the data further. I, firstly, checked that there were no contradictions between what I had already written and the data. I then looked for more themes in the data and, if I found any, I integrated them into the draft. An important part of working on the draft was leaving it to rest every now and again for at least a few days and then returning to it with a fresh perspective to check whether it communicated what I wanted it to communicate. Breaks in my work on the draft also helped with noticing more in the data. They, however, made the overall process of writing the middle parts very lengthy and iterative. It was then in the midst of this process that I realized that there was one more important decision to make. This was the decision concerning how to position myself within the stories, and it is this decision that I will explain next.

5.7.3 Decision regarding how to position myself

In its essence, the decision regarding how to position myself within the stories was about whether to include myself as a character into them or not. To use the terms from narratology, which, as explained in Chapter 3, is the

field studying narrative structure, it was about what type of narration to use: character or non-character (Abbott 2008, p.75). As a narrator, I could choose to tell the stories while appearing myself as a character within them. This would have meant using character narration. Alternatively, I could use non-character narration and tell the stories while staying behind the scenes and allowing only my voice to be heard. Having experimented with both options, I chose non-character narration. I found it to allow setting a better focus on the teachers and providing more space for discussion of their experience and meaning that they were making out of it. Yet, I also found that there were a few instances within the stories that I could not tell about without introducing myself as a character. For them alone, I manifested my presence.

5.7.4 Worldview and its explication

Within the process of writing the stories, explicating the teachers' worldviews became an important part. A worldview is a term from narratology used to refer to "any system of meaning, be it of commonsensical, religious, philosophical, political, ideological or scientific nature, that seeks to provide answers to basic and general questions bearing on human existence in addition to addressing further, more particular issues" (Wolf 2008, p.170). To put it simply, it is how a person or a group of people views the world. I became aware of the significance of a worldview when, in the midst of the writing process, I realized that without discussing it for each teacher, it was difficult to make sense of his or her goal pursuit. It was then in light of this realization that I decided to and did eventually explicate as a part of writing the middle parts of the stories aspects of the worldview for each teacher that appeared relevant.

Explicating the worldviews of the teachers, I treated them as a network of beliefs about the world encompassing and being of the same kind with teacher beliefs. In other words, I saw teacher beliefs as a particular aspect of a worldview of a teacher, which deals directly with practice of teaching, and a worldview as a whole as reaching far beyond. Seeing teacher beliefs as a

term being subordinate to a worldview, I then projected what I knew about the former onto the latter to help me with the process of writing the stories. Most notably, I borrowed the distinction made within teacher cognition research between declared beliefs and beliefs in action, or beliefs openly stated and the ones that can be deduced from observing behaviour (Richardson et al. 1991). I then explicated aspects of worldviews of relevance to each story relying on both what the teachers said themselves about their worldviews and what worldviews I found were implied in how they described their experience.

To provide examples, here are two extracts from the stories that I wrote. In both of them, I explicate an aspect of the worldview/teacher beliefs of the respective teacher – David within the first extract and Fatima within the second – using, however, different techniques. For David, I report what he said himself about his worldview/teacher belief, and for Fatima, I deduce it from how she described her experience:

Table 4 Examples of explication of the teachers' worldviews

<div style="border:1px solid">

Extract 1:

For David, development was a matter of *"trial and error"* - learning new ideas, trying them out, and keeping the ones that appear to work:

> *"I've always been a believer in, if you've got an idea, just do it unless you are not sure of it, and even if you are not sure of it, then see what happens". (March 2015, 2PSD)*

Extract 2:

Fatima saw the 'how' of education as being a matter not as much of an individual classroom, but of the whole system in place within a country. She trusted the idea of *"rules and guidelines"* and saw the problem with education in Saudi Arabia as being primarily due to the already existing *"rules and guidelines"* being not adequate. She envisioned that education in her country could be improved if better *"rules and guidelines"* were

</div>

developed:

> *"If all the teachers followed the clear guidelines, maybe the education system would improve". (November 2014, 1NS)*

5.7.5 Use of the distinction made between narrative, chronicle and other discourse forms

In writing the middle parts, I drew on the distinction that I made between narrative, chronicle, and other discourse forms. I used chronicles, which all, as explained earlier, were situated in the present, to understand the seven moments during the year when the encounters that became the ground for writing the middle parts took place. Narratives in their turn typically provided a background to these moments in time, and it was mainly to understand such a background that I used them for, though they were also helpful for understandings the moments themselves. As for other discourse forms, I used them depending on their nature for many different purposes. For example, I used the parts where the teachers expressed their opinion for getting a better understanding of their worldviews.

Regardless of the exact form of discourse in focus, for all the data that I used for writing the middle parts of the stories, I looked for insights regarding how the teachers pursued their goals. I noticed in particular when and how the goals evolved and what it meant for how the teachers saw their experience. I also took a note of the instances when the goals disappeared in the teachers' discussion of their experience if they ever did and considered what came into their place. That is what appeared to drive the teachers if their original goals lost their significance for them. It was then the results of such an analysis that I conveyed, explicating the teachers' worldviews and using non-character narration within chronologico-thematical structure based on discourse-time. Within this process, there were two considerations that became key for me, and it is these that I will discuss next.

5.7.6 Two key considerations

The two key considerations for me were coverage and casual links. My consideration for coverage was about ensuring that within the stories I reflected the data fully and accurately. Writing the middle parts of the stories involved condensing what the teachers had said, and as with any condensation, there was a danger of neglecting some data. This was particularly true for the parts of the data that appeared to contradict the emerging understanding of them as a whole, or, in other words, the parts that offered negative evidence (Miles & Huberman 1994, p.271). I understood that not attending to negative evidence in the data would compromise the quality of this research and deliberately sought it. I then made sure to reflect it in the stories if I found any. In this sense, as I briefly mentioned it while describing how I acted upon the decision with regard to the structure of the stories, deliberate search for negative evidence became an inseparable part of working on the stories. Here is an example of how exactly it typically happened.

At an early stage of my work on the middle part of the story about David and his year of the MA TESOL, I wrote the following sentence:

> *"Developing as a teacher was not what he had come for".*

I then, however, read through the data again searching for any evidence contradicting my claim and did eventually find some suggesting that my claim was only partially true. Having processed this evidence, I then amended the sentence, and it became:

> *"Though he had hoped that doing a master's degree would contribute to his development as a teacher, this was not the primary reason that brought him to the MA TESOL".*

I further accompanied deliberate search for negative evidence like this one with search for more details within the data about each teacher's case.

Together both searches were my way to ensure that the stories that I wrote captured the data well.

When it comes to my consideration for casual links, it mainly concerned not suggesting such links unintentionally. This was an important consideration given the nature of story form. Stories by their nature are not only descriptions of what happened, but also its explanation. The "and then" (Salmon & Riessman 2008, p.79), which is typical for them, often suggests not only the order in which events happened, but also their causes and consequences. Every subsequent event mentioned within a story can easily appear as a consequence of the one mentioned just before and as a cause of the one mentioned just after (Czarniawska 2004, p.7). As Abbott (2008, p.42) citing Chatman (1980, pp.45–46) suggests, "we often don't need the explicit assignment of cause to be encouraged to think causally". Very often, just positioning two events next to each other is enough. As in oft-cited example of story – "The king died and then the queen died", while nothing is said about the queen dying because of the king's death, an inclination is to think that her death was somehow associated with the king's one.

Being aware of this nature of the form that I had chosen for constructing the cases, I was then very careful about how I told the stories. I made sure that when I did not intend to suggest a casual link, I achieved through thoughtful use of the language a sense that the events were adding up to each other rather than one leading to the other. Here is an example of when I think I have accomplished this particularly well. This example comes once again from the story about David and his year of the MA TESOL, which was the first story that I wrote and, therefore, the biggest source of learning about how to construct the others:

Table 5 An example of not suggesting causality where not intended

> Obtaining the certificate, however, proved to be more difficult than he had anticipated. First, there were readings that he was expected to do, and in an amount exceeding any of his predictions and the academic language that

arose as a barrier between him and the programme. Then there were assignments, which required long hours of *"sedentary"* and *"isolating"* work and which were making his *"mind going one hundred miles an hour"* as he was trying to complete all of them on time, *"reading, typing, reading, typing, trying to fit all that in between sleeping and eating".* On top of that, in the second semester there emerged an expectation to do research, which was something new for him and felt as a gargantuan task. David was coping with these adversities with grit, reminding himself of the purpose behind what he was doing:

> *"It's for a purpose. <...> If it helps, then the suffering and the pain are worthwhile". (June 2015, 3NS)*

When it comes to the casual links that I did intend to suggest, for them, I made sure to be clear who had established them: the teachers or me. Given that I generally refrained from suggesting causal links myself, I maintained such clarity by pointing out any links that were mine, which then meant that any unattributed links were the teachers'.

In this sense, in its essence my consideration for casual links was rooted in my dedication to accuracy with regard to how I represented the data and intersected the one for coverage. They both then were a product of my conviction that the stories that I wrote were above all research texts and, therefore, had to adhere to the principles that any research text is expected to reflect. That is they had to have a purpose, be clear, and provide a faithful representation of the data. The consideration for the beauty of the form, which is often key for stories told in other contexts and especially for the ones from the world of fiction literature, was then rather secondary for me. I did want the stories to be engaging and pleasurable to read, believing that this would benefit this research by making it more appealing to the reader. I, however, never allowed aspiration for the beauty of the form make me forget my primary purpose in writing the stories.

5.8 Writing the endings

Having completed the middle parts, I then described the last narrative
session that I held with each teacher, and such descriptions formed the
endings of the stories. It were then these parts that answered the third of
the three blocks of questions that I formulated to guide the process of
writing the stories, which was:

- What happened as a result? What was the end of the year like for the
  teachers? What were the changes construed broadly to the teachers'
  professional identities and teacher beliefs, if any, that the teachers
  finished the year with?

Describing the last narrative sessions, I explained when and under which
circumstances they took place and summarized what the teachers shared
during them. I also pointed out any changes to the teachers that I could spot,
focusing in particular on the changes construed broadly to the teachers'
identity and teacher beliefs. Finally, I supplemented each story with a
section called "A spotlight on [the teacher's pseudonym]'s professional
development", in which I summarized what I found professional
development of each teacher to be.

Writing the endings in this way allowed me to create a sense of coda without
turning the stories into "Hollywood plots" with pompous finales (Connelly &
Clandinin 1990). It made it possible to indicate what was the consequence of
the year for each teacher, while making it clear that such a consequence was
equivocal. It was the consequence the way it appeared at a particular
moment in time, within the context of a particular conversation, and it was
not absolute. The format of the endings also allowed space for the discussion
of the consequence of the year for each teacher from two perspectives: the
respective teacher's and mine. Together with this, the format had a
downside. Writing the endings by describing the last narrative sessions
meant changing narration from non-character to character one, and I did
feel that such a change somewhat disrupted the flow of the stories. Yet, as

before, I was mainly concerned with the stories providing a faithful representation of the data and considered this downside to be minor.

I have now explained how I wrote the endings, and, with the endings being the last part of the stories, this means that I am now finished with describing how I constructed the big stories as a whole. Next, I would like to discuss the big stories as a product, focusing, firstly, on the notions of voice and focalization as applied to them.

5.9 Voice and focalization

Voice and focalization are two notions that are key for any narrative (Abbott 2008, pp.70–74). Voice concerns the question of who is being heard talking as the story unfolds, and focalization – whose point of view on the characters and events in the story is being presented (ibid.). To use Abbott's (2008, p.243) succinct explanation, voice is the "sensibility through which we *hear* the narrative", while focalization is the "sensibility through which we *see* the characters and events in the story" [emphasis in the original]. Both voice and focalization are often but not always closely related and difficult to distinguish one from the other. Both are, however, important, and attending to them can be very helpful for analysing and making sense of stories. Here I would like to discuss voice and focalization of the stories that I wrote to make it clear what the stories are and how they should be seen.

The voice that is largely heard throughout the stories is mine. In other words, it is I who mostly told the stories. The teachers' voices appear only within isolated blocks of text – words, phrases, and sentences quoted from their speech – which are made to stand out by the use of italics and inverted commas. It is further important to understand that the teachers' voices were in a way censored, and it was I who did it. This happened as a part of the selection process of what exactly to quote. My censorship did not have any malicious intention. I did need to select what to quote to stay within a reasonable word count for the stories, and I did the selection mindfully, choosing the words, phrases, and sentences that altogether provided a

rounded sense of what the teachers had said. It is, however, cannot be denied that, as any censorship, mine involved exercise of power. Being aware of this, I was, though, very careful, making sure that I did not abuse it.

My voice, complemented with the teachers' ones, then further offered my focalization of the teachers and their year of the MA TESOL. The focalization is mine because it is my sense of the data that the stories communicate. Within the stories, I do focus on the teachers' perspectives on themselves and their experience. However, what I tell about these perspectives is framed by the sense that I have made through the prism of my own worldview and in light of the purpose of this research of what the teachers had told. In other words, the teachers' perspectives do not appear within the stories unmediated. This in its turn is why it would be incorrect to say that it is the teachers who are the focalizers despite the amount of attention that I allow to how they themselves viewed what they were doing and what was happening to them. This, however, should not be interpreted as suggesting that the meaning made of the teachers' experience within the stories was mine. It was co-constructed, and it is this that I will discuss next.

5.10 The co-constructed nature of meaning made of the teachers' experience within the stories

The meaning made of the teachers' experience within the stories was co-constructed despite the stories featuring largely my voice and focalization because I did not make it in void. Instead, I relied closely on the meaning that the teachers had made themselves of their experience within the context of narrative sessions and post-session discussions. Moreover, the meaning was co-constructed from the very beginning because the teachers did not make it in void either. Instead, they made it within a conversation with me, and I, despite my aspiration to give as much space as possible to the teachers to make their own meaning, shaped it. This was unavoidable as I was the initiator of the meaning making process (Josselson 2013; Kvale 2007). How I presented myself and explained the nature of this research,

what questions I asked and how I listened to what the teachers said in response all shaped what and how they chose to talk about (ibid.).

5.11 My background as a shaper of the meaning that was co-constructed

There were many factors that shaped what meaning was eventually co-constructed. They included the sociocultural context, which, as explained in Chapter 3, provided resources for meaning making. They also included the immediate physical and relational contexts, which influenced how the conversation between the teachers and me happened (Josselson 2013; Kvale 2007). Among these factors, I find my background to be particularly important. This is because, apart from signaling to the teachers who I was and influencing in this way what and how they talked about, it shaped how I myself engaged into the conversation. My background helped me to interpret in the very moment of interaction what the teachers were saying and what of it I could or could not understand. Asking about what I could not understand in its turn often opened up new topics for discussion, which were not there before I asked the question. Once opened, however, the topics, along with what was said about them, became a part of the data, shaping the stories that I later wrote on their basis. The beginning of Fatima's story provides a vivid example.

In the beginning of Fatima's story when her choice of a career path is discussed, so is her choice to have a career in the first place. This might have not been so had I not struggled to reconcile what Fatima was saying during the first narrative session about her professional past with my probably very biased understanding of where she was from. Fatima said herself that as a woman she was limited in her choice of a career path. However, looking at Fatima's abaja and veil and remembering the stereotypes about Muslim women, I could not but wonder whether an option of not working at all was not open to her. It was in response to my query, which I tried to phrase as politely as possible, that Fatima described the current state of affairs for women in Saudi Arabia and related her experience to it. This was later

integrated into her story. Had Fatima been interviewed by someone from her own culture or someone more knowledgeable about Saudi Arabia, the questions that I asked might have been never asked, and her story would have had a different beginning.

Similarly, interpreting something as understandable in light of my own background and not asking questions about it might have prevented some potentially very important topics from emerging. While I was aware that as an interviewer I should not take anything for granted (Josselson 2013; Kvale 2007), there were instances when I forgot to ask about something because I interpreted it as understandable. Beatrice and her choice to do the master's degree in the UK is one of such instances. For Beatrice, it was very important before she started the programme that the master's that she was about to do was from the UK. I could have asked her more about why it was so, and interesting information might have been obtained. This information could have further enriched the story about Beatrice and her year of the MA TESOL. However, my own experience of my status in the English language teaching market having been lifted enormously by my master's degree and my conviction that this happened because the degree was from the UK made Beatrice's desire to obtain a similar degree too understandable for me to inquire further about.

Given the co-constructed nature of the meaning made of the teachers' experience within the stories and the shaping influence of my background on it, I believed this thesis would not have been complete if I had not introduced myself. It was then for this reason that I included a section about myself in the beginning of this thesis. This section is, undoubtedly, short, but it gives a sense of who I was at the time of doing this research. It in itself is a product of me acting upon Josselson's (2013, p.12) advice, which says that:

> *"The idea of the neutral interviewer is a myth. Robots could not produce the kind of material for analysis that human interviewers elicit. Therefore, rather than pretending that we can sweep away the dynamics of interaction and blind ourselves to our full participation in*

the interview process, it is important that we instead attend to the
relational and emotional interchange that takes place as we "collect"
qualitative data".

Now, I will, finally, present the stories. They will then provide a ground for formulating and answering the second research question in Chapter 10.

CHAPTER 6: BEATRICE

6.1 Introducing Beatrice and her goal: 'If I say something, they will listen'

Beatrice is a teacher from China in her mid-20's. Growing up in a city of average size, Beatrice started learning English in junior high school. From the very beginning, she found English interesting:

> *"English was totally new. It was an interesting language. I had never seen… I had never encountered… I just became interested in it".*
> *(October 2014, 1NS)*

Years later, when the time came to choose a university, Beatrice decided that it was English that she wanted to major in. She also thought that with a degree in English she could be a teacher, which she reckoned was a very good profession. She knew that, if she could get a teaching position in the public sector, she would have a stable well-paid job. She also thought that the environment of education was *"purer"*, probably meaning that it is driven by more altruistic motives compared to other professions. With this in mind, she started and then received a degree in English.

Upon graduation, Beatrice spent a few years preparing for the state examination she had to pass to become an English language teacher in the public sector. In the meantime, she taught English part-time to primary and junior high school students at a private language course, which the students attended in addition to compulsory schooling. In 2013, Beatrice's efforts eventually reaped success: she passed the exam and became an English language teacher at a senior high school. Initially delighted, she, however, soon found out that teaching in the public sector was nothing like she had expected. Unlike the private language course, where she had complete freedom to design her own classes and use any methods in her teaching, at the senior high school she was expected to follow the teaching style of the more experienced colleagues. This was, as she called it, *"drill and kill"* style – the style she completely disagreed with:

"In school, we have to teach according to the syllabus, and because I am a young teacher and we have a lot of experienced older teachers – they have their own teaching methods – and I had to teach like them. But I totally didn't agree with them". (October 2014, 1NS)

Beatrice strongly believed that English was a tool for communication and, therefore, should be taught as such:

"For my students, if you talk to them, they do not know how to express their own ideas, but if you give them a paper, they can get very very high scores. But I can't see the meaning of this because I think English is a communicative tool. It's a tool for communication". (October 2014, 1NS)

Within the *"drill and kill"* style, however, the focus was solely on grammar, vocabulary, reading, and translation. This left no space for speaking – the skill that Beatrice perceived to be of paramount importance for communication. What made the situation worse was that the students themselves and their parents did not recognize the importance of this skill. She knew, had she dared to go against the expectations of the school, not only the school but also they would have not appreciated it:

"We [teachers] just give them [students] knowledge, and they take it and accept it. We really don't have time to let them think, to talk about something outside of exams. I really wanted to, but I didn't have time because, if you teach like that, some parents will think this is a problem. They will think, "Ah! You are wasting our children's time, and you don't give them practical knowledge. You are wasting their time". So I didn't want to make parents angry. I didn't want to make my headmaster angry. So I taught like that (in low voice)[in "drill and kill" style]" (October 2014, 1NS).

For one year, Beatrice endured teaching against her own pedagogic beliefs. However, she found that the suffering that this caused was too big for her to tolerate, and seeing no other way, she decided to leave her hard-gained

position. Instead, she decided to do a master's degree in the UK, hoping that it would give more authority to her *"voice"* upon her return allowing it to *"be heard"*:

> *"I kind of find a way to change it [the situation when she was forced to teach against her own beliefs], and study here, and when I come back with a higher degree, I will be an expert, and if I say something, they will listen". (October 2014, 1NS)*

Beatrice expected to be considered an expert mainly because she would hold a certificate and her certificate would be from the UK:

> *'They will pay more attention to what I say because they will think that I have been to UK and education here is very advanced. They will think that I came back with that advanced theories and ideas. I will have a chance to voice my ideas and opinion'. (October 2014, 1NS)*

Beatrice only wondered whether a master's degree would be enough and was prepared to do PhD as well if needed.

6.2 The mood: 'This is may be something new and exciting for me'

Beatrice came to the UK a few weeks before the MA TESOL programme started to attend a pre-sessional English language course. This is a course organized by the University to further prepare prospective international students to study through the medium of English and to support their transition to British educational system. She came seeing herself with her decision to seek a way to make her rebellious *"voice" "heard"* to be a maverick and an iconoclast:

> *"I know something about young teachers [in China]. They want to change the situation [with how English is taught]. They are not satisfied about it, but they just got used to it, and they don't want to loose their jobs. They think they have no opportunities to change that situation. So they just live with it. I think I stepped further. I am not satisfied, and I critique it. I did not stop." (October 2014, 1NS)*

Beatrice, who was very shy in her appearance, saw herself as a maverick and an iconoclast not only as an English language teacher but also as a person. She was convinced that her decision to quit her job, which she was aware was an object of envy in the eyes of many, was in itself outrageous. It involved sacrificing financial security for a hope to change how she was treated as a professional, and it was a gamble that she believed few would take. In her mind, this decision not only freed her from the straightjacket of the *"drill and kill"* style but also defied societal norms and expectations. Having made it, she appeared liberated and elated, yet somewhat anxious, if not in words, then in voice and appearance:

> *"Sometimes I think some people will choose secure stable environment, and they won't leave that kind of life. May be, before I came here, I was that kind of person: get a decent stable job with a good salary, and marry a good man, and live that kind of life (shy chuckle), and finally become old. But now I think I want more out of my life: more experience and more adventure,"* Beatrice said, sitting on the very edge of sofa leaning forward with her arms firmly pressed against her chest as if to occupy as little space as possible. *(October 2014, 1NS)*

Once in Manchester, Beatrice embraced her new experience and, trying to get the most out of it, made sure not to stay locked up in her room but instead did whatever she had to do as a student and travelled extensively in her free time. She visited other places in the UK and later Europe, and whatever she saw excited her:

> *"When I went to a park in York, I saw a young couple playing with their baby – may be just one year old. It's very beautiful. And the sun shined, and the grass was green, and the young couple. I like that kind of life".* *(October 2014, 1NS)*

In the same way, Beatrice enjoyed studying. She liked the pre-sessional English language course and saw meeting the tutors who taught her there as one of the two *"highlights"* of her early time abroad with the other one being

travelling. Similarly, she liked the MA TESOL once it started. It can be even said given the excitement in her voice with which she always talked about it that she fell in love with it. There was nothing about the programme that Beatrice ever complained about. Quite the opposite, she often appeared as lacking words to fully express how much she appreciated it. Beatrice liked the programme in its entirety, including the aspects of it that she found to be different from education in China the way she knew it. In fact, these aspects were often what she, who, as it appears, had an aversion in light of her recent experience at the senior high school to education in China in general, praised and enjoyed the most. Among these aspects, the one that stood out for Beatrice first was the expectation to think critically and express her own opinion:

> *"I didn't expect that you have to do a lot of your own thinking. Before I came here, may be, I never thought about such things by myself. It's totally different education from China. In China, most of the time you have to do what your teacher says you, and then I can get good marks, and I can pass all the exams. But here you really have to think a lot. This is may be something new and exciting for me". (October 2014, 1NS)*

From its early days, Beatrice embraced the MA TESOL programme with its *"new and exciting"* expectation to think critically and express her own opinion and found herself getting more reflective in every aspect of her life:

> *"The whole ongoing MA course sets me thinking. Sometimes I walk on the street and I.. May be I.. Something just inspires me, and I think something about the world and my life. Yes, it just happens. I don't have an intention. If I see a tree, and I think, "Ah!", I will think about the life because that tree, it's not that. It just sets me thinking". (December 2014, 1PDS)*

Thinking about the world and her life, Beatrice, however, did not forget about the primary purpose behind her quitting her very attractive job, travelling away from home, and doing a master's degree. She remembered

very clearly that what she wanted to achieve was to find a way to be a teacher she wanted to be. That is a teacher who allows a lot of attention to speaking practice and by doing so teaches English as a means of communication. This primary purpose then got reflected in how Beatrice engaged with the content of the MA TESOL programme.

6.3 Engagement with the content of the MA TESOL: 'I now have some beliefs'

Throughout the year, what Beatrice talked about the most were the ideas that she was encountering as a master's student, making it appear that engagement with the content of the programme became a backbone of her experience. There were many ideas that Beatrice found meaningful for herself, and she talked about all of them with gusto, which gave a sense that she was all ears trying to absorb as much as she could from the MA TESOL. Yet, she was not absorbing everything but only what connected well to her goal, and this was the case since the pre-sessional English language course. This became clear from what Beatrice found most significant for herself as a student taking this course, which was a piece of advice that she heard from one of the tutors. The advice was addressed specifically to Chinese learners and concerned development of speaking skills. It encouraged the learners not to avoid opportunities to practice speaking English in class because of fear to make a mistake and lose face. Apparently, the tutor said:

> *"Don't think too much about how you look like. You may be worried that you look stupid, you may think that, if you stand in the front of the class, your classmates may think your English is really really bad, you have made a lot of errors. But don't think that because who cares. Nobody cares. It's only you who cares. May be, your classmates and I would laugh at you if you make a really big big mistake, but it's just a laugh. It will pass. And what really matters is that you, you are brave enough to stand in the front of class and you have that opportunity to practice your English, and this is what really matters". (October 2014, 1NS)*

This piece of advice was what Beatrice mainly explained with why taking the pre-sessional English language course and meeting the tutors was a *"highlight"* of her early time abroad. Even though it is not entirely clear what this piece of advice meant for Beatrice – she herself only said that it was *"helpful"* – it is difficult to deny that there is a connection between it and what Beatrice strived for. The advice implies that speaking skills are important to develop and that they get developed through extensive practice. In this sense, it reiterates what Beatrice passionately believed in and wanted to communicate to others in her context. A similar link to the goal was then present in all the ideas that Beatrice ever got interested in as a master's student with the only difference that such a link was often not inherent to the ideas, as it was in this case, but added by Beatrice. In other words, it appeared in Beatrice's interpretation of the ideas rather than in the ideas per se.

As a master's student, Beatrice got fascinated with many ideas and did not get attached to any of them in particular. The ideas that captivated her mind kept changing, and it were usually the ones that she encountered most recently that were at the forefront of it. Talking about the ideas that were important for her in the moment of conversation, Beatrice typically did so while talking about her future practice, changing only what was the main focus of discussion: the ideas or her future practice. Regardless of whether the ideas were the main focus of the discussion or not, they typically emerged within a claim, explicit or implied, that Beatrice wanted to make upon her return to teaching. This made it appear that she was using the ideas to theorize and strengthen the claims that she wished to make. With this regard, the very first idea that stood out for Beatrice within the MA TESOL programme provides a vivid example. This idea is the concept of English as a lingua franca.

The concept of English as a lingua franca implies a view of English not as a language belonging to a particular country or nation but as a language of international communication. This connected well with one of the claims that Beatrice long wanted to make. This is the claim that English was a tool

for communication – the claim that paralleled her emphasis on development of speaking skills, which she believed were most important for developing an ability to communicate. Beatrice encountered the concept in the middle of the first semester, and as soon as she did, she took it on board and integrated it into the message that she wanted to give to her students upon her return to teaching:

> *"Learning a language is not just [about learning] language itself. It [is also a] different way of seeing the world. <…> I think it's kind of a concept I want to deliver to my future students. Learning English is not just getting high scores or it's instrument. It's also like .. you can see the world from a different perspective. <…> You know that English is a lingua franca (in hesitant voice,* hesitation about pronunciation, which suggests that the concept was new for her*). It's through this English you can see the world". (December 2014, 1PSD)*

While picking the ideas that appeared most relevant to her goal, Beatrice did not merely absorb them. Very often, she made her own meaning of them, and it was this meaning that she relied on while establishing links between the ideas and her goal. A telling example of this is how she appropriated the concept of teacher beliefs, which was another concept from the first semester that Beatrice got fascinated with. The concept of teacher beliefs connected well with another claim that Beatrice wanted to make. This is the claim that she as a teacher needed to be respected and listened to. Yet, what Beatrice understood was not that she as a teacher a priori had some beliefs, which she needed to uncover and examine for her to develop as a teacher. Instead, she came to think that teacher development was needed to get beliefs, which once obtained could create a strong core that was necessary for teaching the way one believes is right. It was in this way that she integrated the concept into the claim for respect toward herself and her understandings, which she wanted to make upon her return to teaching:

> *"Because I now have some beliefs about English teaching, I can try within these constrains to make some changes in my own course. Even*

with the same textbooks, may be, I can try to teach in a different way to integrate my own beliefs in my teaching," Beatrice said with reference to the first semester that had just passed. *(February 2015, 2NS)*

The meaning that Beatrice made of ideas was sometimes very different from the one originally implied in them and appeared as active moulding of ideas to fit her purpose. This was particularly the case with the model of co-operative teacher development, which Beatrice encountered in the second semester and which fascinated her to the extent that she decided to put it at heart of her pilot project. Co-operative teacher development is a model developed by Edge (1992, 2002) for teachers to develop by reflecting on their practice in co-operation with each other. Edge (1992, 2002) suggests teachers to take in turn the roles of speakers and understanders, and for speakers to reflect on their practice, and for understanders to support speakers' reflection through non-judgemental listening. Beatrice, however, turned the model, consciously or unconsciously, into a theoretical framework for engaging into a conversation with her colleagues, sharing her understandings, and recruiting supporters:

> *"[Through co-operative teacher development] I really want to share it [my experience and understandings] with others when I go back. It's mutually beneficial because I can first help them develop, help them know some new ideas, some new thoughts, and new, may be, just new knowledge. And if they can understand and accept my beliefs, it can facilitate, may be, my .. If I want to try something new, I want to make a change, I can get support from them <...> It's because sometimes, if you want to make a change, if it is just you who thinks it's good and you are not the boss of your school, you can't just implement it because it's just you who thinks that it is good, not others. But if a lot of teachers, your colleagues, even if your boss does not agree, but a lot of your colleagues support you, you can finally try to convince your boss to let you make some change about teaching". (April 2015, Beatrice's pilot project)*

Once Beatrice made a particular meaning of an idea, she rarely amended it. She never explicitly reconsidered her understanding of teacher beliefs. Neither did her reflections on her experience suggest that such reconsideration had happened in the background. The same was true for her understanding of co-operative teacher development. The only change that ever happened with regard to the ideas and Beatrice's understanding of them was that some ideas lost their prominence in Beatrice's thinking. This was what happened with most of the ideas that ever caught Beatrice's interest. The only exceptions were her interest in reflective practice, into which her original interest in co-operative teacher development evolved after the pilot project was complete, and in teacher beliefs. Both of these interests lasted for over six months and both of them became central to Beatrice's research endeavours, which in themselves represent an interesting instance of Beatrice's engagement with ideas.

6.4 Research endeavours: 'They also need to develop'

As a part of the MA TESOL programme, Beatrice had to complete two research projects: the pilot research for Developing Researcher Competence (DRC) course and the master's dissertation. Both of these projects became a particularly fruitful context for Beatrice to pursue her interests. For the pilot project, Beatrice, fascinated with the idea of co-operative teacher development, decided to research her own development using it as a framework. She became her own participant and reflected on her development within the MA TESOL programme in co-operation with another person. The declared purpose of the project was to discern what was central to her development within the MA TESOL to share it with the colleagues back home who might never have a chance to attend a similar programme:

> "I think, in China, many teachers may not have an opportunity to
> attend a course – an academic course like me, but they also need to
> develop themselves, so I try to.. From my own professional development,
> I want to find some possible ways to help them, especially my

colleagues, to develop themselves". (March 2015, 2PSD)

Yet, from the details of the project – and I know them for certain since I was the one whom Beatrice invited to be her understander (Beatrice gave permission to use the data from her project as a part of the data for this research) – it became clear that the actual purpose was rather different. For her, the project was an opportunity to rehearse the message that she wanted to give to her colleagues through co-operative teacher development, into which she hoped to get them involved upon her return. In its essence, the message was a claim for being regarded as an authority, and the purpose was to recruit the colleagues as supporters of the change that Beatrice wanted to make, which, as before, concerned speaking practice:

> *"I think for the classroom practice we can add something new to encourage learners to use English, speak English. I think that is the change that I want to make first". (April 2015, Beatrice's pilot project)*

Once the pilot project was complete, Beatrice got dissatisfied with it. She came to think that it was too self-centred and decided to focus on others for her dissertation. She framed the dissertation as being about reflective practice and potentials and challenges for it within Chinese context and interviewed three teachers for this purpose. Yet, despite the change in topic and participants, the impetus stayed the same:

> *"Communication* [meaning the idea of learning English as a means of communication] *is very important, and I think may be communication is something that I should introduce in my new context". (June 2015, 3PDS)*

6.5 More interests: 'They can enjoy English learning'

Reflective practice, teacher beliefs, co-operative teacher development, and to some extent English as a lingua franca were the main ideas that Beatrice's interest centred around during the year of the MA TESOL. Yet, there were a few more that stood out for her. This was mainly the discussion around

psychology of language learning and teaching English with technology. With regard to psychology of language learning, Beatrice got particularly interested in the idea of taking learners' needs and preferences into consideration – something that is widely advocated in the academic literature:

> *"They [learners] are independent individuals. They have their thoughts, and not just because you are an adult, and you are more experienced, and you can force your ideas to your learners, to other people. It's not good because it may not bring productive conversation or result from that kind of communication". (April 2015, Beatrice's pilot project)*

This might appear as a contradiction because prioritizing learners' needs and preferences will not match with emphasis on speaking practice if it turns out that all that the learners want is to pass exams, which hardly ever test speaking. It seems, however, that Beatrice believed that, no matter how it appeared, deep down the learners were against the imposition of exams on them and would prefer learning English as a means of communication. She also seemed to think that, even if they were not yet aware of how much against the exams they were and how much they could actually enjoy learning English as a means of communication, she could foster such awareness. Technology in its turn was what she seemed to believe could help her to do this:

> *"My students are not very mature. They are high school students, and they like technologies, and tablets, and video games. And I think, if I can find some ways to combine their interest and technology, may be, they can become more interested in English learning. They can enjoy English learning, not just learn it to pass the exams. And it can be, may be... They can find interest in it". (March 2015, 2PSD)*

In a way, Beatrice's interest in psychology of language learning and teaching English with technology appears very similar in principle to her interest in co-operative teacher development and reflective practice. Like the latter, the former were a way for Beatrice to increase numbers on her side for

sufficient strength to bring a change to pedagogical practice to be accumulated. This time, though, it was the way to increase numbers by recruiting learners rather than colleagues. Technology was a way for Beatrice to get the learners on her side, and psychology of language learning was the theoretical ground for her claim for their voices to be then considered.

6.6 Novelty of the ideas: 'I've never thought about it'

Many of the ideas that Beatrice got fascinated with as a master's student were new to her, and she did not hide it. She acknowledged herself that, before the Psychology of Language Learners course turned her attention to the learners and encouraged her to consider their needs, they were not a major part of her thinking as a teacher:

> *"It's very interesting because may be it was the first time that I tried to look at English, look at my career from learner's perspective, to analyse their psychological things, try to understand their perspective,"* Beatrice commented on the Psychology of Language Learners course when it just ended. *(February 2015, 2NS)*

> *"In my past experience, I might not pay enough attention to my learners,"* Beatrice reiterated a few months later. *(April 2015, Beatrice's pilot project)*

Similarly, Beatrice, as she herself told, never considered co-operating with other teachers before the Education of Language Teachers course suggested it and introduced the idea of co-operative teacher development:

> *"Before I came here I was .. I focused on myself, my own development <...> I've never thought about, may be, through my own self-development, I can co-operate with others, and we can develop together, and it's a really... I've never thought about it". (April 2015, Beatrice's pilot project)*

In this sense, the ideas, in addition to allowing Beatrice to strengthen her claims, were helping her to re-envision her professional situation by making her notice the resources that were available to her and that she used to overlook in the past.

6.7 Reflections: 'I have become a better me'

As Beatrice engaged with the ideas, the year progressed, and as the year progressed, her initial excitement about the MA TESOL programme did not fade. Quite the opposite, it grew with every month passed despite her not finding the programme easy and doubting at times whether she would be able to complete it. For Beatrice, there was no question that what she was getting as a master's student with all that it involved was worth loosing her job:

> *"Even though sometimes when I feel really worried about my future, I sometimes think, "May be, if I hadn't quit my job, I would still have that comfortable job." But it's just like flash ideas in my head. After I think about it deeply, I think quitting my job was a good choice because in the long run, if I hadn't quit my job, I wouldn't have had all that I learned from my experience here. It's more like for long term development, not just one-off thing. I think the whole experience gave me a very profound influence on my personal life and my professional life. I think it's worth it. I think I can get a better job, or, if not, I have become a better me. So it's really worth it". (May 2015, 3NS)*

Beatrice felt that she had become more independent and critical, which went hand in hand with the increased confidence and self-esteem, which she started to radiate closer to the end of the year:

> *"I think I became more independent. I think now, when I look at certain things, I will try to be critical. Before, when I saw certain things, I didn't think about them or just think whether I like them or not. But here, I think I have developed my critical thinking skills. I think this skill is really helpful in every aspect of your life. I don't know what example I*

can give, but I really think it's useful". (May 2015, 3NS)

These were the changes that Beatrice felt had made her *"a better [her]"*, and it were them that she did not see as *"one-off"*. She expected these changes to last, with time to get only deeper ingrained in her, and to keep changing her life to the better. They were then reflected in Beatrice's thoughts about her future.

6.8 Thoughts about the future: 'In the past, I might only see the constraints'

By the end of the programme, there occurred a change in Beatrice's thoughts about her future and, in particular, how exactly she would become a teacher who allows a lot of attention to speaking practice. When Beatrice only started the MA TESOL programme, she dreamed about setting up her own junior high school. She trusted the MA TESOL certificate from the UK to make her *"voice"* more respected on the educational arena in China. Yet, she felt that only within the school where she was her own *"boss"* she would ever be able to truly teach the way she believed was right:

> *"I want to start my own English junior high school, and I can have some new and advanced teaching methods, and I can really practice myself in my own junior high school because then I am the boss (shy chuckle). I can do something I like, and I believe, and I think is really good".*
> *(October 2014, 1NS)*

Closer to the end of the programme, Beatrice, however, realized that the time was not *"right"* for her to set up her own school. She lacked resources, and she needed time to acquire them. Yet, this did not make her fall into despair. Instead, after some consideration, she decided in the meantime to try to get again a job similar to the one that she had quit. Her memories of the year that she spent teaching in the public school were still fresh, but she was no longer afraid to go back. She was confident that she could make her experience there very different:

"In the past, I might only see the constraints of my working environment but not the changes I could make," she said reflecting on her decision to return back to teaching within public sector nearly nine months after she took it. *(January 2016, 4NS)*

6.9 The end of the programme: 'I now know the value of being inquisitive and taking action to make a difference'

When the MA TESOL programme ended, Beatrice flew back to China, planning to start preparing for the state examination due to be held in October that she had to pass again to get a job in the sector of public education in China. Upon her return, however, as she later told, news of a serious illness in the family, which had been kept secret from her up to then, was finally made known to her, and her priorities immediately changed. For months, Beatrice took care of the sick and, in light of this experience, rethought her professional aspirations. Family commitments became very important for her, and rather than moulding them around her professional life, she decided to mould her professional life around them:

> *"When I consider a job, I have to take into account many factors".*
> *(January 2016, 4NS)*

The most important of these factors became geographical proximity to her family and the quality of medical provision in the region.

Yet, in January, when nearly six months after Beatrice finished the MA TESOL programme we finally managed to talk, she appeared as dedicated as before to the idea of learning English as a means of communication. Our conversation happened via email and was very brief and not as insightful as the previous ones were. However, from it seemed that, while the specifics of her plan for her professional future had changed, this idea remained constant, and so did the confidence that she would be able to make it work regardless of what exactly her future work context turns out to be:

> *"I now know the value of being inquisitive and taking action to make a*

difference". (January 2016, 4NS)

Beatrice was in the process of applying for jobs and looked forward to returning to working life. Her only concern appeared to be health and wellbeing of her loved ones. She seemed to know she could sort out the rest.

6.10 A spotlight on Beatrice's professional development

In its essence, Beatrice's professional development appears to have been about transformation in her identity as an English language teacher. By the end of the programme, she no longer saw herself as a hostage of her work environment. Instead, she started to see herself as an agent who could carve an environment for herself to be what she wished anywhere. There is also some change evident in her teacher beliefs. She realized that she could use educational technology to support her teaching, that she needed to consider her learners more, and that she could collaborate with other teachers. Yet, the beliefs that were particularly important for Beatrice in the beginning of the programme stayed the same. That is her beliefs that speaking skills are important to develop, that they develop through extensive practice, and that she as a teacher had to provide environment for her students for such practice. All of the changes that did happen, as it appears, happened within the context of Beatrice's active pursuit of her goal to find a way to be a teacher who teaches English as a means of communication.

CHAPTER 7: DAVID

7.1 Introducing David and his goal: 'I don't want to be on a contract for the rest of my life'

David is a teacher from the UK in his mid-30's. Born to a multilingual family living in a village, David developed a passion for languages since his early age, learning French, Italian, some German, Swedish, and Danish. This passion, however, stayed locked in the back of his mind till his early 20s when, after a series of menial jobs, David took a critical look at his life:

> *"I think something in me just said. I think it was pride that said, "What are you doing in these environments? You know you could be doing so much more". (November 2014, 1PSD)*

David reckoned that the way out was to *"level up"* in his words and decided to return back to school to complete his A-levels. Remembering his passion for languages and also travel, David decided to do his A-levels in French and German and later received an undergraduate diploma in French. With the diploma in hand but still confused about what to do next, David saw an advertisement for an Advanced TEFL course and decided to give it a go. This started a new page in his life.

Having completed the course, David got his first English teaching job at a language course in the UK and soon realized that he enjoyed what he did. This led him to decide to stay with English language teaching as his career path while his passion for travelling made him consider moving abroad and continue teaching English there. David, however, found that it was difficult to obtain a working visa without an undergraduate degree and once again decided to *"level up"* by pursuing a degree in German and Linguistics. During his time as a student, he eventually found opportunities to travel to China for short periods of time to teach English there, and this further reassured him that teaching English abroad was what he wanted to do. Once his degree was complete, he moved to China for a more prolonged time and then to

Saudi Arabia with sometime in between these two destinations returning back to the UK.

Looking back on the twelve years of his English language teaching career, David believed that to start it was one of the best decisions in his life. It had taken him out of the cycle of menial jobs and their environment that he abhorred. English language teaching also turned out to be a vocation that he believed suited his personality well. Somewhat introverted, he found that he, nevertheless, enjoyed being in front of the class cracking jokes and interacting with the students. In fact, interacting with the students and building rapport with them was what formed a highlight of the entire period of him being an English language teacher. However, in the few years leading up to the time when David embarked on the MA TESOL programme, he started to feel that English language teaching as a job started to satisfy him less. He saw that being an English language teacher primarily meant working on a contract, and he felt he did not want to be *"a contract slave"*, as he called it, till the rest of his days. This planted an idea in him to set up his own business:

> *"A couple of years ago - certainly when I came back from China - even though I do still enjoy teaching, I decided that cycle of teaching English, it's wearing thin. It's not really… I've become a little bit tired of it. I don't want to be on a contract for the rest of my life. And I decided to… I had an idea in my head of actually setting up my own business, which is something I still want to do and something I still feel passionate about. And so I think now a new desire is.. I've got a new desire now that I want to pursue. So I think from - 2012 was the turning point - from 2012 till whenever is to pursue setting up my own business. It's going to be a new cycle". (November 2014, 1PSD)*

The idea for the business was ready. It was alternative medicine and psychotherapy – something that David had seen a benefit of for himself at some point in his life. David, however, was aware that he needed to build a capital first. From his years of experience in the English language teaching

147

market, he knew that there was a difference in the pay scales for teachers with and without a master's degree, especially in the Middle East. With this in mind, he decided to take a year out to complete a master's degree to then return back to the Middle East and to build the capital quicker:

> *"The main reason why I am doing this master's really is.. It's because just to level up in education, so that I just can go back to the Middle East on a higher wage and may be buy some property, so that I can set up a little business, may be get a little office space, may be in a little shop". (November 2014, 1PSD)*

David also reckoned that he could use the year of being back in the UK to get a certificate in an area associated with alternative medicine, which he could later use for his business. He enrolled into both full-time MA TESOL programme at the University of Manchester and a *'human body'* course somewhere else.

7.2 General experience of doing the MA TESOL: 'It's for a purpose'

David decided to do the MA TESOL programme for a rather pragmatic reason – as a means to increase his earnings – and approached the programme accordingly – as something that merely needed to be done. It did not take him long to come to a conclusion that the programme was of little use for his development as a teacher. For David, development was a matter of *"trial and error"* - learning new ideas, trying them out, and keeping the ones that appear to work:

> *"I've always been a believer in, if you've got an idea, just do it unless you are not sure of it, and even if you are not sure of it, then see what happens". (March 2015, 2PSD)*

He, however, could see that he could not do this as an MA TESOL student. He was out of work, and the programme, in his opinion, was *"all just theory"* as it only supplied ideas and did not have *"a practical element"* to try these ideas out to complete the cycle of *"trial and error"*. This, nevertheless, did

not upset David. Though he had hoped that doing a master's degree would contribute to his development as a teacher, this was not the primary reason that brought him to the MA TESOL. What he needed was the certificate, and this was what he focused on.

Obtaining the certificate, however, proved to be more difficult than he had anticipated. First, there were readings that he was expected to do in an amount exceeding any of his predictions and the academic language that arose as a barrier between him and the programme. Then there were assignments, which required long hours of *"sedentary"* and *"isolating"* work and which were making his *"mind going one hundred miles an hour"* as he was trying to complete all of them on time, *"reading, typing, reading, typing, trying to fit all that in between sleeping and eating".* On top of that, in the second semester, there emerged an expectation to do research, which was something new for him and felt as a gargantuan task. David was coping with these adversities with grit, reminding himself of the purpose behind what he was doing:

> *"It's for a purpose <…> If it helps, then the suffering and the pain are worthwhile". (June 2015, 3NS)*

Within this low period in David's life, the other course that he was doing – the *'human body'* one – became an escape for him. There he was also expected to do a lot. He had to study, sit exams, and do clinical work, but, in contrast to the MA TESOL, this did not feel like a burden to him. David was fascinated with human body, and he enjoyed and valued the course:

> *"The human body.. Since studying it, I've come to realize how fantastic it actually is <…> And this course.. It's really opened my eyes". (March 2015, 2PSD)*

Doing the course and learning about the human body was a part of one whole for David with the idea for the business, and it was within this whole that his *"soul"* and *"passion"* were. Following them, he dedicated his free time to further independent study and dreamed about taking other courses

associated with *"the common wellness thing"* – *"mind, body, and what we call spirit".* He would readily relocate his attention entirely to the business, the human body course, and the rest, but he knew he had to *"juggle the practical with the dreams"* and kept going with the MA TESOL.

The MA TESOL in its turn appeared rather bleak to David. Hardly ever the ideas he was encountering within it really evoked his interest despite him finding quite a few of them new. He only took a mental note of them and moved on:

> *"It [the course] 's not hands on. It's all paper, and theory, and literature. But yeah… I mean it does provide some useful ideas". (March 2015, 2PSD)*

In response to a direct question about what these ideas were, he only listed a few atomized items and did not elaborate on them despite being prompted. Apparently, within his mental life, these ideas were rather peripheral.

7.3 The theory of motivation: 'I just found it very very interesting'

There were few ideas within the MA TESOL programme that stood out for David and that he found truly interesting. There was, however, one exception. This exception was the theory of motivation, which he came across within the Psychology of Language Learning course – one of the two optional courses that David took in the first semester. The theory, as David later explained, did not attract his interest as soon as he encountered it. However, once he turned his attention to it and started to read around it, the interest started to emerge. He could see many connections between what he was reading and his past experiences, and the psychological nature of the topic was appealing to him:

> *"I wasn't really all that interested at first in learning motivation, but I should have been really because it's an occurrence that I've noticed in lots of my students in past. But it was not until I started doing the*

presentation for [Psychology of Language Learning] class that I noticed .. I was doing research. I didn't know what to do, but I thought, "Well, motivation, it's more relevant to my context," and I started researching motivation and ... motivation theory. And a lot of the theory - I could actually relate to in .. both myself and my learners. And .. I found it very interesting. It was so relevant. It was also very psychological as well, and I am very interested in psychology. Yeah.. that was psychological aspect to everything that basically rang the bell. It rang the bell like, when I was reading the material, I thought, "Yeah, I can make connections. That happened to me". I could actually make lots of very strong connections between what was in the theory, and my own life, and other people's. Well, lives of my learners as well. I just found it very very interesting". (February 2015, 2NS)

In the end, David used motivation as a platform to ground all his assignments for the first semester on and wanted to keep it as the main anchor for his MA studies. This plan was, however, spoiled by the expectations of the pathway David was taking.

David was taking Teacher Education pathway, which he chose while applying for the programme, having not noticed for some reason that it was possible to do the programme without a pathway. By the beginning of the second semester, when David had become interested in motivation and started to think of using it as an anchor for his studies, he already knew that, if he wanted to, he could opt out of doing a pathway. After some consideration, he, however, decided to carry on, thinking that having Teacher Education in parenthesis on his certificate could further enhance his profile on the English language teaching job market:

"I didn't really intend to take this pathway. I must have misunderstood the application process <...> But I thought to myself, "Well, this could be quite useful" <...> I don't know how it will appear on this certificate, but, if I have in brackets teacher education, if I do go back abroad teaching, then employers may be quite impressed". (March 2015, 2PSD)

Taking the pathway, however, required doing research of relevance to the topic of the pathway in addition to taking Education of Language Teachers course. This meant that within the research component, which formed the major bulk of the remaining studies, David could not pursue his interest in motivation in its pure form.

Within his Developing Researcher Competence project, David found a way to match his interest in motivation with the expectations of the pathway by choosing teachers' development on professional and personal levels as his topic. He felt, within this topic, there was some overlap with what he was interested in, and he further enhanced it by bringing the idea of yin and yang in. Once finished, however, David came to believe that his research was *"somewhat of a disaster".* He felt that its focus was too broad and decided to choose a different one for the dissertation. He decided to investigate what students thought was making an English language teacher good or bad, thinking that this was more specific while still being rather interesting to him. This pushed his interest in motivation aside even further till it finally lost its prominence entirely within his studies:

> *"I am still very interested in motivation, but I think that was really useful for my semester one assignments. But for my semester two assignments, it's still been an issue. I've used it for my [Teaching and Learning Online] assignment. But I think I've put that to rest for a short while". (June 2015, 3NS)*

7.4 The crisis of the 2nd semester: 'The life of a hermit is not my kind of life'

As David's interest in motivation waned within the context of his MA TESOL studies, so did his own motivation, grit, and will power. Having battled rather successfully with all the adversities he had to face as an MA TESOL student up to then, David found himself by the mid of the second semester *"going through a slump"* and *"not being that interested in things".* As time

passed, this evolved further into impatience to finish the programme and *"to forget that [he was] a student"*:

> *"It's tough. I don't know how you felt, but like, when I just started, it wasn't that tough. It didn't seem that tough. But then it went on <…> To be honest, I will be glad when everything is finished". (June 2015, 3NS)*

What David struggled with the most was social isolation that came as a result of being a full-time postgraduate student:

> *"I am not out in the real world. I just sit at my laptop and in class. Apart from that, I just have my head in books and articles, and it's not really doing me very good. In fact, I've been so frustrated over the past couple of weeks. You sort of loose contact with people, like you are out of touch. You feel out of touch with the outside world". (March 2015, 2PSD)*

David felt that being *"out of touch"* with other people and the real world had been detrimental to his identity – the word he used himself to describe his state. This hardship came as a surprise to him because he used to think of himself as being somewhat introverted and had never imagined that he needed social interaction so much. The hardship was, however, big for David, and it made it difficult for him to stay in the present and focus on his studies. Despite his effort, his mind kept constantly getting preoccupied with thoughts about future, and submitting to it, David started to look for a job to start in September. Feeling exhausted and lonely, he decided to put off his plan of going back to the Middle East and instead started to look for opportunities in China – the country where he had many good friends and where he truly enjoyed living.

Thoughts about going back to China in a couple of months time provided David some refuge, but they did not fully resolve the problem. The *"life of a hermit"*, which was what David's life felt to him, was too intolerable for him, and a couple of months felt like a long time to wait. David came to an edge when he could no longer bear the solitary lifestyle imposed on him and felt

that he needed to urgently get back to the *"physical world"* if he were to stay sane. It was then and for the sole purpose of getting back to the *"physical world"* that he decided to return back to teaching, having not yet finished the MA TESOL programme. Rather promptly, he got back to his former workplace in Manchester and started to teach there anew on a part-time basis from the beginning of summer. Very soon his life became much brighter, and even research that he was expected to do as a master's student, which he once in despair said he hated, turned into something he *"[did]n't mind doing"*.

7.5 Back to teaching: 'The theory element has been very useful'

Being a strong believer in the virtue of knowledge and the power of education to serve as a social leverage, David never doubted the overall value of getting a master's degree. Even in the midst of the crisis of the second semester, when life as a student became unbearable to him, he did not call in question his decision to continue his education. He complained about having been turned against his will into a recluse and longed for the end of the programme but still was able to see benefit in what he was going through. He held tight to his belief that the MA TESOL degree would eventually help him achieve his goals, and he was also always able to see a more immediate positive effect of doing the programme. He discerned such an effect in his, as he felt, improved language ability, personal qualities, transferable skills, and knowledge of oneself, and this was what was helping him to keep going when he felt he no longer could.

David's positive appraisal of the value of doing the MA TESOL programme, however, had a limit, and such a limit concerned his development as a teacher. David had doubts about the usefulness of the MA TESOL programme for his development as a teacher from its very beginning, and with time, these doubts only grew bigger. For David, teaching was above all a matter of action rather than thought, and taking the MA TESOL with Teacher Education pathway did not alter this understanding despite him doing rather well in his studies. Having completed two semesters, David still

believed as he did in the beginning of the programme that development was a matter of *"trial and error"* and that *"a practical element"* was essential for it to take place. The idea of developing through reflection and theorization of one's practice widely discussed within the courses and the literature associated with the Teacher Education pathway remained distant to him. Not surprisingly, going back to teaching David did not think he would find himself having become a better practitioner. Quite the opposite, he feared having regressed:

> *"I still don't feel like I've developed that much. In fact, I feel a little bit like I've regressed in a way. That's been out of teaching, been away from the classroom. Yeah.. That's for that. <...> I don't know how I am going to get back into teaching, to be honest, because I've not been teaching for so long". (June 2015, 3NS)*

The return to teaching, however, proved to David that his worries about the transition back were unreasonable. More than that, it also jolted him in his position that the MA TESOL had been of little use for his development as a teacher. Having started to teach anew, David very soon noticed that as a teacher he was not the same. He cognized having become more aware of his practice and caught himself giving his practice more thought than before. He could also feel that he knew better what he needed to consider as a teacher and observed himself dealing more effectively with day-to-day issues in the classroom. David did not reconsider how he understood development or renounce his earlier concern with the lack of *"a practical element".* He, however, appreciated his new way of being as a teacher, and this *"sort of [stroke] more of a chord"* and *"hammer[ed] home"* what he had been learning as an MA TESOL student:

> *"Like I said before, the practical element has been missing, <...> but the theory element has been very useful. <...> It has given me a platform on which I can build useful practices". (September 2015, 4NS)*

7.6 The end of the MA TESOL: 'I have certainly no problems teaching English for the rest of my life'

Having submitted the MA TESOL dissertation, David was getting ready to relocate to China to take up a job that his search for opportunities there had brought up, and it was then that we met for the last time. During our meeting, David appeared very relaxed and much more at peace with himself and his place in the world. He talked about everything in a very calm and positive manner, and there were no longer hastiness and assertiveness in his speech and gestures. Neither were they in his thoughts about the future:

> *"There's not been so much of a change. I've still got my ideals, I've still got my goals but I am not in a rush. I think the tempo has changed really"*, David reflected on himself and how he had changed compared to when he started the MA TESOL. *(September 2015, 4NS)*

David could feel that this change was of benefit for him as a teacher and for his teaching practice:

> *I think back then [in the beginning of the MA TESOL programme], I was in a bit of a rush to get to my goals – my end goals. Now I am not really that much in a rush, and that in a way made me more focused on my teaching – English teaching practice – whereas back then in my English teaching practice.. It was not .. My targets and goals were higher. Now there is not necessarily a hierarchy". (September 2015, 4NS)*

Teaching, while originally being a back up plan, was now for him a nearly equally attractive alternative:

> *"It [English language teaching] 's just a very interesting form of career, and I can't really imagine doing very much else, to be honest, apart from may be therapy work, which I am still intending to do. But if the plans of going into therapy work don't turn out, I have certainly no problems teaching English for the rest of my life". (September 2015, 4NS)*

Was David tired after completing the programme, and it was this that made him slow down? Was it a fresh perspective on the choice of teaching as a career path that the return to it offered? Or was it something else? This, unfortunately, was not discussed and remains unclear.

David did not think that the master's degree had helped him to get the job. He was well aware of native speakerism[7] and attributed the success of his job application to English being his first language rather than to him nearly having a master's degree in hand. Yet, he was glad he had done the programme. Looking back on the year that he spent doing it, he saw the year as an *"interesting journey"* – the journey that had helped him to better understand himself and to develop his vocabulary and transferable skills; the journey that could have been more useful for him as a teacher but that had, nevertheless, contributed to the development of his teaching practice by virtue of having supplied new ideas for it; the journey having undertook which he hoped to have made a step towards setting up his business and realizing his dream.

Looking forward, David felt pleased with the idea of going back to China and resuming teaching on full-time basis. With his teaching mojo being back, he hoped to use his new job, which was teaching English at some private language course, as his *"lab".* Within it, he planed to complete the cycle of *"trial and error"* for the ideas he had gained from doing the MA TESOL and to hone his skills. Yet, he did not plan to stay within his new job for too long, expecting to resume working on his plan for setting up his business within a few years. He was also curious to learn his grade for the master's dissertation, hoping that it would be sufficient as all his previous grades were for being allowed to do PhD. With the dark memories of being a full-time student still being fresh in his mind, PhD was not the route that he wanted to pursue, at least in the foreseeable future. Yet, still trusting formal education to have power to serve as a social leverage, he was keen to keep

---

[7] Native speakersim is the widespread belief that the aim of learning a language is to acquire native like proficiency and that native speakers are a priori better teachers (Holliday 2005).

the option of doing PhD open in case he might choose to *"level up"* once again.

7.7 A spotlight on David's professional development

In its essence, David's professional development appears to have been about him reconnecting with his identity as an English language teacher. David started the MA TESOL programme seeing it as a first step towards him exiting the teaching path. By the end of the programme, his thoughts about quitting teaching were still current. He, however, was not as impatient as in the beginning of the programme to act upon them. He started to appreciate once again him being an English language teacher and even got a desire to become better at it, which got reflected in his idea to use his new job as his *"lab"* to continue his development. As for David's teacher beliefs, there is little evidence that any substantial change happened to them, though it is possible that they just did not suffice in how he discussed his experience. Overall, David's professional development appears to have occurred within the context of his active pursuit of his goal to become a self-employed professional.

CHAPTER 8: FATIMA

8.1 Introducing Fatima and her goal: 'I thought that I needed to improve myself'

Fatima is a teacher in her mid-20s from Saudi Arabia. Growing up in a city not far from Riyadh, Fatima knew from the early age that she wanted to work when she grew up. While it was common in the generation of her mother not to work, girls of her age were increasingly encouraged to continue education and to seek employment, and she was one of them. Fatima decided to become a teacher as it was considered one of the most appropriate professions for a woman. Her choice was pragmatic and was primarily influenced by her consideration of the likelihood of her being able to work upon graduation:

> *"In my country, in terms of jobs, you don't have a lot of choices as a woman. So firstly, I just wanted to be a teacher because it was the only chance for me to work". (November 2014, 1NS)*

Her choice of English as her specialization was similar. She noticed that English was often considered a difficult subject. This meant that fewer prospective teachers were choosing it, and, therefore, the competition for English language teaching jobs was less fierce:

> *"It's difficult to find a job in my country, and people choose English rarely because they think it's difficult. So I chose it". (November 2014, 1NS)*

Following her graduation from the university, Fatima started teaching English at a school for adults. Her students were people in their 40s and 50s who for some reason did not complete their education earlier and had to return back to school years later. She found teaching adults challenging because they had little interest in English and barely any motivation to learn it:

> *"They didn't want to learn. They told me, "We don't want to learn, don't*

> *make any effort". But I worked hard, but they didn't want". (November*
> *2014, 1NS)*

This attitude to learning was difficult for Fatima to accept. It made her feel *"depressed",* and she started to question whether English language teaching was, in fact, the right job for her.

After six months, she changed her workplace and started teaching at an intermediate high school. This turned out to be a more positive experience, though still not entirely unproblematic. Student motivation was again an issue. Even though the students were generally more interested in learning English, there were still some who were not, and Fatima found it challenging to work with them:

> *"Students take it [English] as a general subject. Some students like to*
> *learn it, some students just learn it because they have to because*
> *students there don't have choice. They have to study this subject. So I*
> *struggled with students who don't want this subject". (December 2014,*
> *1PSD)*

Rather soon Fatima changed her job once again and started teaching at a university. This was a university preparing nurses, and Fatima taught there in the foundation year. Her students were all females who just recently completed high school, and Fatima was responsible for teaching speaking and listening skills to them. English was the medium of instruction at the university, and the students knew they could not complete their studies without mastering it. Moreover, with internalization of healthcare provision in Saudi Arabia, the students were also aware that they did need to know English in order to perform well in their future jobs and were generally rather motivated to learn it. Fatima found it very rewarding to teach these students. She finally felt that her knowledge and expertise were being appreciated, and this begot a desire in her to become good at what she did:

> *"When I started working, I enjoyed that because I saw students, how*
> *they were influenced by me. I started enjoying it. So then I thought that*

I needed to improve myself". (November 2014, 1NS)

It was in response to this desire to excel at what she did that Fatima decided to do a master's degree, seeing it as a first step towards obtaining PhD. Fatima was aware that postgraduate degrees were regarded very highly in Saudi society and felt that obtaining them was a way forward in improving herself and growing professionally:

> *"Taking PhD and working in my country is .. good opportunity to get a high position, job, high salary because people who have PhD are rare people there". (December 2014, 1PSD)*

A hard worker and high achiever, Fatima, however, did not want to get just any postgraduate degree. She wanted to get one that would benefit her the most as a teacher and do best by her learners. For her, this meant doing a master's degree and later PhD, if she were ever given a chance, in an English speaking country. Fatima believed that the ultimate goal of learning a language was to obtain a native-like proficiency. She was also convinced that "*imitation"* was how languages were learned and that, thus, communication with native speakers was most effective for this purpose. Being a non-native speaker herself, Fatima felt she could be a much better teacher, though probably still not an ideal one, if she had a chance to go to an English speaking country, where she could communicate extensively with native speakers. She expected this might make her if not a native speaker then at least somewhat more like one, and this would mean becoming a better model and teacher for her students. For no specific reason, Fatima picked Manchester and its largest university and, having secured a scholarship from the Saudi government, enrolled into the MA TESOL programme there:

> *"I had a chance to get a scholarship to study abroad, and really I wanted this because at that stage I wasn't too satisfied about my language. I thought I needed to be more efficient because I taught people at high level. So I came here". (November 2014, 1NS)*

8.2 Early time abroad: 'It was horrible'

Fatima came to Manchester a year before the MA TESOL programme started to attend a pre-sessional English language course identical to the one that Beatrice had taken. She came with two clear goals – to obtain a master's degree and to improve her proficiency – which both fed into her aspiration to be a good teacher and to grow professionally within the area of tertiary education in Saudi Arabia. With two years being available to her to complete her master's degree – one for the pre-sessional English language course and one for the master's programme itself – it made sense to Fatima to address her aims sequentially. For her first year abroad, she mentally shelved her first aim – to obtain a master's degree – and instead focused purely on improving her proficiency. This, however, proved to be not as enjoyable and trouble free as she had anticipated.

To go abroad and to get a chance to practise her English with native speakers was something that Fatima wanted from the depth of her heart. She had many fantasies about it, and she was sure that she *"would enjoy it automatically".* The reality, however, turned out to be not so bright. Once Fatima arrived to the UK, she found herself surrounded with English that she was not used to. This was the English of daily interactions in the UK. Fatima found herself struggling with getting by within the context of this English, and this shattered her confidence:

> *"It was hard to speak with people. I thought I never studied English".*
> *(November 2014, 1NS)*

More than that, it soon became obvious to Fatima that even in an English speaking country, contexts for practising English were not so easy to find. She had envisioned that she would practise English within the context of friendship with an English native speaker or speakers but soon found such friendship, at least for her, next to impossible to build – something that Fatima's hijab in the context of rising islamophobia could have possibly contributed to, though Fatima herself never explicitly attributed her struggle with making friends to her religious identity:

162

> *"I noticed British people are not so friendly. I can't make any friends with British people, even though I tried to". (November 2014, 1NS)*

All this made Fatima feel isolated and homesick:

> *"I just wanted to go back. It was horrible". (November 2014, 1NS)*

Fatima, however, was not prepared to let her dreams go. She kept cheering herself up and did not allow herself to lose heart despite the heart longing for the security and ease of the past. She also pushed herself and sought alternative opportunities for developing her proficiency. She tried to and eventually did build friendship with fluent English language speakers in her environment of neither British nor Arabic origin and practised her English with them. She also embraced any opportunity to exchange a few words in English and treasured it no matter how small it was, even if it was just a short conversation with *"old people in the streets",* who apparently *"sometimes <...> like chatting".*

By the end of the year, Fatima's proficiency did indeed improve significantly. She nearly doubled her IELTS score and achieved one which far exceeded the requirement set by the University. Pleased with herself, Fatima attributed her achievement purely to her effort to communicate as much as possible in English – very much in line with her belief that language is learned by *"imitation".* The pre-sessional English language course was of little relevance in Fatima's mind to her success:

> *"I started enjoying being here. I met many friends from many cultures. So I started learning, and my English improved very well". (November 2014, 1NS)*

The whole experience of the first year abroad in a way only further reinforced Fatima's beliefs about the nature of language learning. This, however, was not the only outcome of the year and certainly not the one of the most significance for Fatima's subsequent MA studies. Neither was the improvement in her language proficiency. More importantly, by the end of

the year, Fatima's goals changed. A new goal arose in her mind and submerged the initial two. This goal was to improve education in her home country.

8.3 The new main goal: 'I want to improve education in my country'

Fatima's main concern with education in Saudi Arabia was that children there did not *"enjoy school"*:

> *"I think it's like we are forced to learn". (November 2014, 1NS)*

Fatima tightly linked enjoyment with motivation and was convinced that the lack thereof was a major impediment to learning. Through her past experience as a teacher, she knew all too well how difficult it is to teach something to someone who does not want to learn it. Fatima believed that the learning outcomes could be very different if only this impediment was removed and as a teacher was desperate to get rid of it. She, however, did not believe this was possible and preferred to change a workplace with a hope that the students in a new one would be more motivated and interested in learning. This was, though, until she came to the UK.

Before Fatima came to the UK she believed that it was ingrained into human nature not to want to learn and nothing could be done about it:

> *"Before I came here, I was not too satisfied with the education system in my country, but I had no idea about other countries' education system, and I just had a general idea they have the same problem. The students are not motivated. The children don't want to go to school. I had an idea that all the countries have the same problem". (December 2014, 1PDS)*

When, however, she came to Manchester and, in an attempt to improve her language proficiency, started to communicate extensively with many different people, she noticed that children in the UK, as it appeared to her, enjoyed school:

164

> *"But when I came here, I noticed children like school". (December 2014,*
> *1PDS)*

This astonished her and quaked her entire belief system. Seeing children in the UK enjoy school meant for Fatima that her assumption about the root of the problem with motivation was wrong. The problem was not due to human nature. Something else was causing it. Thinking about what this something else was, Fatima came to the conclusion that it was the 'how' of education – something more malleable than the human nature in her mind. This meant for Fatima that the problem of motivation could actually be solved, and she got a burning desire to do so:

> *"I'd like the children in my country to like school. <...> So I think to work*
> *on that when I go back to my country – improve education". (December*
> *2014, 1PDS)*

To improve education in her home country by making schooling more enjoyable for the students became *"the aim – the main point of all this"* for Fatima, namely of staying abroad, studying, and doing a master's degree and potentially PhD. More than that, in a way it became *"the main point"* of her entire professional life – her life calling. She started to envision a new future role for herself, and staying abroad, studying, and doing a master's degree and potentially PhD turned in her eyes into preparation for this role. This was the role of an educational leader in her country – the role that she both felt she could assume and was keen to do so:

> *"Because currently even teachers, even students – all of them – want to*
> *change. So if they want, they will, but they need a guide, they need that*
> *kind of thing, which is not in my country. They don't know how to do*
> *this. So this is what I think to do in the future". (November 2014, 1NS)*

In light of this, the year of MA TESOL changed its meaning for Fatima. If before it was just an opportunity for her to improve herself, it turned into an opportunity to prepare herself for assuming the role of educational leader and responding to her calling upon her return back to her home country. As

before, Fatima wanted to upgrade her qualifications and to improve her language proficiency. However, these ambitions accreted new meaning for Fatima and turned into steps on her way to achieving her main aim. More than that, new ideas and plans for the year of the MA TESOL emerged in Fatima's mind. There were many of them, but all of them centred around Fatima's understanding of how she would actually be able to respond to her calling and achieve her main aim.

8.4 The year of MA TESOL as preparation for improving education in Saudi Arabia: 'If all the teachers followed the clear guidelines...'

Fatima saw the 'how' of education as being a matter not as much of an individual classroom but of the whole system in place within a country. She trusted the idea of *"rules and guidelines"* and saw the problem with education in Saudi Arabia as being primarily due to the already existing *"rules and guidelines"* being not adequate. She envisioned that education in her country could be improved if better *"rules and guidelines"* were developed:

> *"If all the teachers followed the clear guidelines, maybe the education system would improve". (November 2014, 1NS)*

It was on developing such *"rules and guidelines"* that she wanted to work on upon her return back home. In preparation for this, she, however, wanted to find out what these *"rules and guidelines"* should be and wanted to use the remaining time abroad for this. She wanted to learn more about the system of education in the UK and the *"rules and guidelines"* existing within it to learn from the success that she observed:

> *"I know there is something positive here. I can learn from school here". (December 2014, 1PDS)*

Fatima wanted to learn about *"the British way",* as she called the system of education in the UK, but this was only one of the many ideas and plans that she had for the year of MA TESOL. As before, she also wanted to get a

master's degree. Now, however, she had a different reason for this. She no longer wanted a master's degree purely for career advancement for its own sake. Instead, she saw the degree as something that would enable her to come to the position of power from which she would be able to influence education in her country:

> *"I want to get a master's degree. This will help to improve education in my country. I will have a chance to be responsible for rules and guidelines for schools or colleges. So when I get a high certificate, like a master's or PhD, I will have a chance to change education, develop it".* *(November 2014, 1NS)*

Furthermore, Fatima believed that the way education was being provided in Saudi Arabia was to a large extent influenced by the culture and bringing in new *"rules and guidelines"* would mean changing the culture:

> *"There is some culture which you should follow in my country. I need to change my way of thinking, and actually I am flexible. So it's okay. But I need to change others' way of thinking, like the idea that I told you that teacher needs to be strict with the students* [one of Fatima's early ideas about what was wrong with the current state of education in Saudi Arabia]*. I need to change that not in myself – in people in my country".* *(November 2014, 1NS)*

Fatima felt that for this endeavour to be successful she had to have the breadth of vision and the skills that she did not yet have or even know about. In light of this, she further wanted to use the year of MA TESOL to change and make better her whole self – her *"personality",* as she called it. Her never fading desire to further improve her proficiency in English probably fed here as well.

8.5 General experience of doing the MA TESOL programme: 'There is no ... no enough time to do all these things'

Fatima started the year of the MA TESOL with a clear sense of what she wanted to get out of it. She wanted to learn about the British system of education to get a better understanding of what *"rules and guidelines"* she, once given a chance, needed to introduce to improve education in her home country. She also wanted to obtain a master's degree to come to a position of power to make introduction of such *"rules and guidelines"* possible and was keen to do her best in her studies. Finally, she wanted to develop her whole being along with her language skills to truly prepare herself for the role of educational leader. These ideas gave her a direction for action.

To learn about the British system of education, Fatima spoke to children of the families in Manchester with whom she had developed friendship during her first year abroad. She asked the children to describe how they were being taught and what they enjoyed about it. She particularly valued the accounts of Arabic children who had experience of education in both the UK and Saudi Arabia and could make a comparison for her:

> *"I try to understand why children here enjoy school but in my country - not". (November 2014, 1NS)*

Fatima also took advantage of being a student herself. She approached the MA TESOL as an instance within the system and tried to understand the system by observing how she herself was being taught:

> *"I observe what is happening here – how education happen here. So I make a comparison between here and my country". (November 2014, 1NS)*

While pursuing her quest to find out the secret behind of what it appeared to her as success of the British system of education, Fatima also kept in mind that she needed to focus on her studies to do well in them to be later awarded the degree. She studied diligently and, in the free time that she had

left, carried on with the activities that she found helpful during her first year abroad for developing her language proficiency. She communicated extensively with as many people as she could gain access to:

> *"I don't have a lot of activities to do: study, go to university, go home. So during my free time, I try to improve my language with people".*
> *(November 2014, 1NS)*

By doing so, she also hoped to not only develop further her language but also broaden her horizons and develop her whole being:

> *"And also I try to learn. All the time, I try to learn from people here. Especially because here in Manchester, there are multicultural people. So I try to enjoy every moment and learn from other people".*
> *(November 2014, 1NS)*

It was in this way that the first weeks of the programme passed for Fatima.

As the programme progressed, however, the tasks that Fatima was expected to perform as an MA TESOL student started to pile up, and she started to struggle to stay on top of them. Time and more specifically the lack of thereof became the main issue for her:

> *"There is no … no enough time to do all these things [whatever she was expected to do as an MA TESOL student]. I can do it, but I don't have enough time to review it to make sure everything is correct".*
> *(December 2014, 1PDS)*

While it is not uncommon for master's students to struggle with the workload and tight deadlines, Fatima's situation seemed to be exacerbated by the perfectionist attitude that she had towards her studies. Whatever she was expected to do as an MA TESOL student, she wanted to do in the best possible way and did not hesitate to invest time and effort. She was nearly obsessive about ensuring the best quality of her output in every task she was assigned – the tendency of hers that became visible very early in her

studies. The very first assignment that Fatima was expected to submit in the middle of the first semester already gave her many sleepless nights:

> *"During the last week, even though I finished [the first assignment], I was afraid to submit it because I was not confident about it. Even my academic advisor saw it. She gave me some comments, I made some changes – back to her, make some more changes. But I am still not satisfied. <…> I checked it around 8 times. I made changes many times. I submitted at 6 o'clock in the morning, and the deadline was at noon. So even when I wanted to submit it, I was still afraid. I was thinking whether it was good enough or not. But I had to submit it". (November 2014, 1NS)*

When the time came to write more assignments, Fatima started to feel that she was just *"running all the time"*, and this feeling stayed with her till the very end of the programme. Being in a constant state of stress, Fatima could not focus on anything else but her studies, and there was no space in her day even for her loved ones, who were Fatima's priority up to then. Even a short phone conversation with her family and friends started to feel like a chore to her – a chore that side tracked her attention from her main task, that is her studies. Focusing on her studies, she, however, could not but feel guilty for neglecting those dear to her heart and tried to spare time for them even when she could hardly afford it. Fatima felt torn apart between her studies, on the one hand, and her responsibility towards her family and friends, on the other one. In this context, her concern for education in Saudi Arabia, her desire to improve it, and the plans and ideas that she had for the year of MA TESOL seemed to have disappeared.

8.6 Discovery and pursuit of a long-standing interest: 'I found that I am interested in technology'

As Fatima's focus set firmly on her studies, a new current overtook her. This was her interest in technology that she discovered she had. Fatima, as she had told, had always been a keen technology user. She used technology

extensively in her personal and professional life and had never felt intimidated by it. She knew a lot about technology, and she was the person to whom many in her environment turned whenever they had a problem with their laptop or other device. She enjoyed resolving their problems, even if the problems were not straightforward and ideally would have required a specialist's attention, and saw such problems as a challenge and an interesting puzzle to solve. She, however, did not think of herself as someone who had an interest in technology. It was only when she started the MA TESOL programme and observed her own engagement and performance in its courses that it dawned on her that technology was what interested her. This happened around the end of the first semester:

> *"I found that I am interested in technology <…> Everything related to technology – I find it interesting". (February 2015, 2NS)*

It was pure luck for Fatima that she was doing the MA TESOL programme at the University of Manchester, which provides many courses of relevance to educational technology and a pathway in it. While applying, Fatima thought that all master's programmes in TESOL had a standard curriculum and did not check individual programmes and their course provision. Having become aware of her interest and that she was in the right place to pursue it, Fatima shaped the rest of her studies accordingly. She decided to take the Educational Technology pathway and made her course choices accordingly. She also audited an extra course in technology and considered for some time doing a separate course in programming elsewhere.

While on the surface Fatima's interest in technology seemed to be about technology itself, upon closer examination it was possible to discern in it a glimpse of her earlier concern with the system of education in Saudi Arabia. Fatima was keen to learn about how technology could be used in education expecting introduction of technology into the teaching process to increase the motivation of the learners. Her past experience gave her a hint that such an expectation was reasonable:

> *"When I was teaching, when I used technology for students, they are*

more interested in the subject. So I think this will help me, help my
students in the future. So it will be a good thing". (February 2015, 2NS)

In a way, what seemed to have happened was that Fatima approached her concern with a problem-solution mindset and by the end of the first semester found a potential solution, which happened to coincide with her personal interest.

Having chosen to pursue a pathway in Educational Technology, Fatima was expected to do both the Developing Researcher Competence (DRC) assignment and dissertation on a topic of relevance to the subject of the pathway. Fatima eagerly complied with this expectation and for her DRC assignment explored what students in her country would think of using videos with native speakers as a way to help them develop their speaking skills. Fatima used a questionnaire for this purpose but later found it too *"shallow"* and the scope of her study too small. Having struggled with finding what to write about within the longest assignment she had to complete by then, she decided to change her topic for the dissertation, which was going to be even longer, and took the one that seemed broader to her. This was the use of mobile technology for language learning. She asked her former students to keep a diary of their use of mobile technology and any language learning that happened as a result of it, hoping to understand the usefulness of the former for the latter.

The way Fatima approached her DRC project made it clear that, as before, she saw language learning as being about acquiring native like proficiency. This belief of hers did not change despite her quite probable exposure to the discussion around the question of ownership of English, English as a lingua franca, and native speakerism. Neither did her belief that imitation is how languages are learnt and that communication with native speakers is the most effective way to learn a language. Asking the students whether they thought using videos with native speakers could be useful for developing their English, Fatima had her own opinion with this regard. She believed strongly it would as videos would provide good material for imitation and

only wanted to do the questionnaire to anticipate the response that she would get from her students to her future use of videos in her teaching:

> *"I think about using video in the classroom, for example movies, where they [the students] can listen to the native speakers and then imitate them. So this is kind of an environment where they can live with a native speaker. So this is my idea <...> I think of making a questionnaire for the students in my country about that and if they think it's a good idea or not". (March 2015, 2PSD)*

Fatima's beliefs about the nature of language learning and teaching seemed to have remained largely unexplored and critically unexamined by her. They overall seemed to stay outside of the centre of her attention. Fatima never talked about any surprises that concerned the nature of language learning and teaching and that she experienced as a result of engaging with new ideas. Neither did she question what she knew about the objective of language learning and how this objective can be achieved. Her mind appeared preoccupied with something else. It was, however, not immediately clear what this something else was. During the programme, it seemed that it was technology and learning about how to get the most out of it as a tool for increasing students' motivation and facilitating acquisition of native like proficiency. However, once the programme finished it surfaced that technology and learning about how it can be best used in the teaching process was only one side of Fatima's engagement with the programme.

8.7 The end of the MA TESOL: 'I use my own ideas and thinking more than before'

Once the MA TESOL programme was complete, Fatima flew back to Saudi Arabia expecting to return to her former workplace within a few months time. When we had the last conversation, Fatima was still in this in-between period. She was back in her home country but had not yet resumed teaching. Slightly more than a month had passed since she submitted the dissertation, but she was already able to put the year of MA TESOL into perspective, and

when she did, it became clear that the year was what she wanted it to be. It was preparation for her to become an educational leader in Saudi Arabia. All those thoughts about improving education in her home country did not disappear, and she returned to them without any prompt on my behalf. Fatima made it clear that her concern for education in her home country was still current, and it had been so throughout the year. More than that, she did act upon it. As she had planned, she observed and made a note of how she was taught:

> *"Since the first day I arrived, I tried to notice the teachers' way of teaching. What does the good teacher do? Why I understand better from this teacher? Why don't I feel sleepy in the lecture of other teacher? I tried to answer these questions and see what is the high quality the teacher should have and what is the good way of teaching".* *(January 2016, 4NS)*

Fatima carried on with such observation hoping to understand how *"the British way"* of education worked. As before, she saw education as a matter of a system existing within a country and treated the MA TESOL programme as an instance within the system, scrutinizing which she could get an insight about the system. She also thought, as she did in the beginning of the programme, that the system of education in the UK was successful while the one in her home country needed improvement. Her experience made it clear to her what the main difference between the two systems of education was. It was the responsibility that she as a student was given for her own learning:

> *"Saudi learning system is completely different from the British way. Saudi system depends on learning from specific books and having exams based on that. But British way depends on reading, searching. I had freedom to choose books and show my own ideas in the assignments".* *(January 2016, 4NS)*

The idea that learners need to be given more responsibility for their learning became the cornerstone of Fatima's thoughts about the *"rules and*

guidelines" that she thought needed to be introduced to pedagogical practice in Saudi Arabia. It was, however, not the only one. Having had a positive experience of studying within a group of eight, Fatima got convinced that the size of classes in Saudi Arabia needed to be reduced. Forty or fifty students per class, which she typically had in her past, started to appear to her as too many. In the same way, she came to a conclusion that changes needed to be made to the assessment system. Assessment through tests grew dim in Fatima's eyes after she had experience of being assessed through written assignments.

Fatima hoped to introduce these changes in Saudi Arabia as widely as her sphere of influence would eventually allow her to but knew that more immediately such a sphere was limited to her own classroom and her institution. Fatima's institution was relatively newly established, and it was still in the process of developing its educational practice. Fatima felt that she could have a say in what this educational practice needed to be and was eager to share her ideas. Her past experience of working at the institution convinced her that the institution was respectful and receptive of the ideas that the teaching staff introduced and did not anticipate any resentment to what she would propose.

Fatima also knew that, even if for some reason her expectations were not fulfilled and her suggestions were not taken up across the institution, she always could bring her new ideas to life, be it to a more limited extent, within her classroom. She knew that it was in her hands to decide how to teach and assess her students. This was the *"freedom"* that the institution had always allowed her. Fatima felt that in the worst-case scenario she could try to teach her own class according to her new ideas, and then, *"if it works"*, this would serve as a proof to herself and others that the ideas were indeed good. She expected that such a proof would ease spreading the ideas out.

Fatima had a very clear idea of what she wanted her teaching to look like for it to reflect her new understandings. The MA TESOL provided her with a practical example. The ideas around the use of technology in the teaching

process, which were so important for Fatima throughout the time of her being a master's student, formed only a detail within the approach to teaching that she wanted to adopt:

> Fatima: "Previously, most of the time I used the traditional way (explain orally, let students ask and share their ideas, after that give them some tasks to do in class or as homework). Currently, I would like to change this way and give students some reading articles which will lead them to try to understand by themselves, and then discuss that in class, and may be make some search to get more information, and I would like to use some technology for tasks and group work, such as using mobile phones or laptops".

> Volha: "I see. Something similar to how the MA TESOL was taught?"

> Fatima: "Exactly"

> (January 2016, 4NS)

Fatima was thinking of her teaching as an opportunity to test her ideas out and to obtain proof that would help spreading them out. This was, however, not the only way that she had in mind for making sure that the system of education in Saudi Arabia was improved. Another way was research – something that Fatima got acquainted with for the first time within the context of the MA TESOL programme. Fatima did not find doing research easy. She struggled and had to *"learn from [her] mistakes".* She, however, got convinced that research was a good way to learn about and get a better understanding of an issue in focus. More importantly, she found that research produced evidence, and evidence was what she needed to convince others.

Fatima was keen on carrying on with doing research, though after a nightmare of coping with the tight deadlines of the MA TESOL programme she was wary of putting herself in a situation that would constrain her endeavours:

> *"I feel I want to do more research in the future but not under pressure or deadline. I want to do that because I want to know and teach others". (January 2016, 4NS)*

Not surprisingly, as before, Fatima wanted to continue her studies at PhD level, though she felt she needed *"to take [her] breath"* first before starting to make any serious plans. From now on, she, however, knew that, if she did indeed continue her studies at PhD level, she would do so close to home and through the medium of Arabic. The two years abroad convinced Fatima that being separated from her family and friends was too high a price for her to pay for her education. Similarly, the experience of studying through the medium of English made it clear to her that using a language that was not her native was unnecessarily complicating further already rather complicated matters.

To sum up, even though Fatima felt herself that she was *"not the same person"*, on the surface, there had been no significant change to her inner world since the time she started the MA TESOL programme. As in the beginning of the programme, she felt concerned with education in Saudi Arabia. Her understanding of how education works and how it, therefore, can be improved was nearly identical to the one that she held in the beginning of the year. It seemed that, apart from her experience as an MA TESOL student having made her realize what her priorities were and influenced to some extent her thoughts about her future, what Fatima got from the programme were the answers to her own questions. These were the questions of what *"rules and guidelines"* needed to be introduced and what could help her introduce them.

Together with this, there was an important change in how Fatima thought about improving education in her home country. This change, which she seemed to be unaware of herself, concerned her understanding of what the improvement needed to be about. In the beginning of the programme, it was enjoyment of the learning process. What needed to be done for learners to enjoy learning was the question around which all Fatima's thoughts centred.

By the end of the programme, this question, however, evaporated for Fatima. Instead, what her answers about improving education were directed at was how she could ensure that learners in her country got out of education what she was able to get out of MA TESOL and what she treasured the most. This was critical thinking.

Reflecting on herself having completed the MA TESOL programme, Fatima felt that she had become more independent and critical in her thinking and saw it as the main change to herself:

> *"I feel I am not the same person as in the beginning of the year, especially for the way of thinking <...> I use my own ideas and thinking more than before". (January 2016, 4NS)*

Fatima attributed this change in herself to what she had been put through as an MA TESOL student and saw the change as a major *"benefit"* of it. While the year of MA TESOL was not easy for Fatima and the memories of it were still fresh in her mind, she felt that her struggles, no matter how big, were worth the *"benefit"* that she got. She now only wanted others in her country to get an opportunity to get such a *"benefit"* without the need to travel abroad even if it would mean making them struggle and not really enjoy the process. It is a mystery when and how this change happened.

8.8 A spotlight on Fatima's professional development

In its essence, Fatima's professional development appears to have been about her discovering a new identity for her – an identity of an educational leader in her context – and making first steps towards assuming it. There is also some indication of changes to Fatima's teacher beliefs, most notably her beliefs about the nature of motivation and the purpose of education. Yet, the teacher beliefs that appear to have been particularly important for Fatima and her practice before she came to Manchester seems to have stayed the same. These were the beliefs that language is learned by imitation and that the aim of learning a language is to acquire native like proficiency. Overall, Fatima's professional development appears to have taken place within the

context of her active pursuit, though at times hidden, of her goals. This was, firstly, the goal to become a better English language teacher and then an educational leader in her context.

CHAPTER 9: ZULKANI

9.1 Introducing Zulkani and his goal: 'My dream is to be an English language teacher at university'

Zulkani is a teacher from Indonesia in his late 20's. Born to a family of a rather moderate income living in a village, he had no other choice but to study teaching as his undergraduate degree if he were to study at all. Other departments were either too expensive in terms of the tuition fee and other costs involved or the job prospect upon graduation from them was too slim. Having secured a place at the teaching department at a university in his province, Zulkani had to take an important decision: what subject to choose to be a teacher of. After some hesitation, he chose English – the subject that he actually never enjoyed throughout comprehensive schooling but found nevertheless attractive:

> *"Even though I didn't like English at that time, I was so.. What is it called here? I really envied to see my friends speaking English. And I just thought, "Oh my God! This is really cool if you can speak English!"" (October 2014, 1NS)*

The first two semesters of the undergraduate studies *"didn't run well"* for Zulkani. Shy and lacking fluency in English, he struggled in class and found many tasks difficult. Dissatisfied with this situation, Zulkani challenged himself. He studied diligently and sought every opportunity to develop his English. This included getting involved in English speaking society and making an agreement with his friends to speak only English on the university campus. *"I had to struggle and I had to study hard"* was how Zulkani remembered this period in his life.

By the third semester, his efforts started to bring fruits, and he found himself more confident in English and doing better in class. Encouraged by the swift progress, Zulkani decided to push boundaries further. He joined the public speaking community – something he felt he needed to respond to the society's expectation for an educated man to be able to give a speech on

any subject. He later found that participating in the public speaking community also smoothed his entrance into his first teaching position:

> *"When I was at university, I forced myself. "Zulkani, you are a man and a man is supposed to .." For example, in my society, <...> when you go to university and you come back to your hometown, <...> they don't really care about what you studied at university, <...> but they think, when you go to university, you have good confidence. You are able to give a speech. <...> So I realized the importance of public speaking. So I forced myself, and I think this was really helpful for my first teaching experience". (October 2014, 1NS)*

The first teaching experience in its turn did not take long to come around. Conscious of the competition for jobs awaiting for him upon graduation, Zulkani decided to gain some experience of teaching to strengthen his profile while still being a student. He found a position at a private language course and was given a class of two-three students to teach general English. No longer feeling uncomfortable about speaking in front of others, he found teaching enjoyable, and *"the passion arose since then"*.

Having realized that teaching English was the right job for him, Zulkani became motivated to excel at what he did. At that time, he noticed that many of his friends found opportunities to go abroad and upon their return their English was much better than before they left. Convinced that good proficiency in English was the key prerequisite for being a good English language teacher, he thought that going to an English-speaking country could be of benefit to him too:

> *"I was really inspired by my friends who went overseas. I think it's really helpful .. to help me become a better English language teacher. You know I spent my time in university as a student of English Education, but I wanted to keep finding any way to help me.. especially improve my English because I believe it's not enough if I just graduated from English education. I had to go overseas to an English speaking country, so I could feel how to speak directly in the society of people".*

With this in mind, Zulkani started applying for various programmes, but to his bitter disappointment, good fortune was not on his side.

In the meantime, Zulkani graduated and moved on to teaching full-time. He changed a few places looking for new experience and better conditions, but all of the places at which he taught were private language courses. Zulkani taught general English, business English, conversation classes, and public speaking. He was also sent to other organizations to provide outsourced classes. It was in this way that Zulkani got his first experience of teaching in a high school and at a university. He found teaching at the high school unpleasant: he was told that the students did not really respect him because they found him too young. In contrast, he deeply enjoyed teaching at the university: he found that the students were far more motivated and respected him as their teacher, even though some of them were the same age as him or even older:

> *"I don't know.. It's quite hard for me to teach in school. It's hard to manage the class. We had in one class in high school, they have at least 30 students, and I'm still young actually. And the bad thing is I was said that they didn't really respect me. They just called me brother, and they didn't follow my instruction. They were busy playing with their phones. I don't know, I don't really like teaching in high school. But I also taught in a couple of universities there. I loved that. Even though I am still young, I am almost the same age, and even some of my students are older than me, but they respect me. They want to do what I ask them to do. It's really different with high school students". (October 2014, 1NS)*

This experience planted a dream in Zulkani to ultimately become a university lecturer. This, however, required at least a master's degree.

The need for the master's degree to fulfil his dream made Zulkani alter his search for the programmes, which he continued since the time he was a student. If before the main criterion was the destination and it did not

matter much for him whether it was a degree or non-degree programme, now his priorities flipped. He would readily accept an offer for any programme as long as it led to an award of a master's degree regardless of its location. However, he persistently experienced misfortune in all his applications. Determined to succeed, he did not let it go: he searched better and applied to more programmes. It was through such a search that he came across the MA TESOL programme at the University of Manchester. He noticed that the programme stayed at the crossing of TESOL and Educational Technology fields. Being aware that there were no similar programmes in Indonesia, he used this as an argument to send him abroad in his most recent funding application. To his delight, it worked, and his two dreams came true at once: to go to an English speaking country and to do a master's degree.

Misfortunes never come singly, and so do fortunes. Together with the scholarship to do MA TESOL at the University of Manchester, Zulkani also received an offer to teach his native language in the USA for one year. Luckily, timewise the offers did not overlap, and he could accept both of them, which he did. With no hesitation, he quit his job and left Indonesia full of excitement:

> *"Two programmes that I've never imagined before: going to the USA and also here. And now I am in the UK. I've never imagined". (October 2014, 1NS)*

9.2 The attitude: 'I am now preparing myself'

Zulkani completed the programme in the USA first and came to Manchester with his mind fully set on being *"a good student"*. He wanted to complete the master's programme to satisfy the minimum requirement for his *"dream job"* – lectureship position at a university in Indonesia. Having struggled with finding a way to fund his studies, Zulkani appreciated the opportunity he was given and was prepared to work hard to make sure that he indeed completed the programme and obtained the degree. Moreover, Zulkani

wanted to do well in his studies. He knew he needed this to be allowed later to do PhD, which he was aware he would be eventually asked to do as a lecturer. More than that, Zulkani hoped to do not just well but very well because he knew, if he did, his funding body would continue sponsoring him, and he would be able to continue with PhD right after the master's, which he wanted:

> *"I think after this programme – I mean my master's – I plan to get my doctorate degree directly because there is a possibility for me, if I do well in this master's, my sponsor will give the money – okay – so I can continue directly <…> Right now in Indonesia, if you have a master's degree, you can teach at university, but later on the university or the minister will require you to upgrade your qualification to doctorate degree. So I think, if I have a chance right now, why should I wait?" (October 2014, 1NS)*

Pragmatically oriented at obtaining a master's degree with a high grand point average, Zulkani, nevertheless, was not approaching the programme as something that merely needed to be done but was interested in studying. He chose to specialize in educational technology as a way to convince the funding body to sponsor his studies. However, by the time he began the MA TESOL programme, he started to believe that educational technology in conjunction with TESOL was a good choice by itself – independently from it having won him scholarship. He came to realize that technology had become an important part of modern life and started to believe that the future of English language teaching was in more widespread use of it. His past experience made him aware that little was known in Indonesia about how technology could be used in education. He could see that, if he indeed developed his expertise in educational technology and not only obtained the degree, he could become a unique specialist. Though he knew that technology had not yet reached every corner of his home country, he anticipated that it eventually would do and his expertise would be highly sought. This prospect allured him:

"I really would like to find out how to teach English with technology <...> I see a lot of students have technology, <...> but I don't know much about how to bring technology to the classroom. <...> When I was a student doing a bachelor degree, some teachers used technology [like PowerPoint and Skype]. <...> They did not use other tools. I didn't know what tools I could use more. <...> You know, technology is affordable, but we lack experience in Indonesia. <...> I have to be wise to bring the knowledge. <...> [It might be a challenge because right now] in Indonesia, especially in my province, <...> not many places have Internet access. <...> But I think in the future, Indonesia will be better, my province will be more evolved. So I am now preparing myself, so that later on, when the time comes, they have – we have – someone who is an expert". (October 2014, 1NS)

9.3 The beginning of the MA TESOL programme: 'This is real study!'

Determined to do well in his studies and to get the most out of them, Zulkani, once the programme started, delved into it but very soon found himself *"confused"* and feeling *"anxious".* The approach to teaching that he encountered within the programme was very different from what he was used to. While he found it *"interesting"* to be given so much space to think for himself, he felt uneasy, and this was the case since the very first class he attended:

"The way [the tutor giving the first class] taught was totally different. I mean compared to what I saw when I was doing bachelor degree. I think we have to be more independent. He just gave some material. He just introduced, you know, some examples, but he didn't really say like use this bla bla bla. We had to decide which one is more suitable for our context. I think it's quite interesting for me, but also I am not used to this situation. So I think it's kind of tough for me". (October 2014, 1NS)

There was also the request to work in groups and be reflective – something that Zulkani *"force[d]"* himself *"to see as a challenge"* while having a nagging feeling that it was a *"problem"*.

Despite finding the programme *"kind of tough"*, Zulkani felt rather fascinated with it. He was attracted in particular to two courses he was doing – Language Learning and Technology (core) and Blended Learning in a Digital Age (optional). He liked these two courses because *"their focus [was] on [his] major"* – educational technology. There were many ideas for teaching language with technology that Zulkani was learning from them. Among these ideas, two very quickly stood out for him. They were moodle and wiki. It was the first time that Zulkani heard about these technological tools that he could use in his teaching, and he got very interested in them, seeing them as being very useful for learning. He wished to use these two tools in his teaching but felt concerned that in the current situation with Internet access in his context, this could be problematic and knew that he needed to find some other more appropriate ones instead:

> *"I am very interested in using wiki or moodle to integrate them into what we call blended learning. That is what it is called [within Blended Learning in a Digital Age course]. But it's quite hard. I mean this is a challenge for me when I come back later on because not many places have Internet access to use this kind of tools. But this is actually my challenge. If I cannot use these ones [wiki and moodle], I have to think about other tools that can be used in my classroom". (October 2014, 1NS)*

As Zulkani pondered about what other technological tools he could use in his context, the first semester progressed, and the pressure of being a master's student started to build up. The MA TESOL programme became very demanding for Zulkani, and with the first assessment period approaching, he started to feel worried about the amount of work laying ahead of him and questioned whether he could actually cope with it:

> *"Oh! Is it possible? Can I do this? Can I accomplish all the assignments*

on time? Can I do well in my master's? <...> Oh my God! This is real study!" (November 2014, 1PSD)

These thoughts troubled Zulkani, and to ensure that he showed his best performance, he decided, as he later told, not to take any time off during the Christmas break, right after which the assignments were due. He locked himself up in his room and worked vigorously till the very deadline.

9.4 Solution found: 'Everybody has a mobile phone'

Writing the assignments, Zulkani, as his subsequent rather elaborated in its nature discussion of them suggests, built on, deepened, and consolidated the understandings that he started to develop before the assessment period started. He also found a potential solution to the challenges of integrating technology into educational process in Indonesia that he pondered about earlier. He came to a conclusion that until Internet access becomes less problematic, he could rely more on mobile technology:

> *"I think if my students bring their mobile phone.. Everybody has a mobile phone.. And they bring them with them to the classroom. Why don't I just allow them to use mobile phones to support their learning?" (February 2015, 2NS)*

Zulkani started to see mobile technology as a resource that could be particularly suitable for his context and could enrich the educational practice there without creating a strain. The technology was already there, and all that was needed was to make use of it. With a prompt from one of the assignments that he wrote, Zulkani started to make plans around how he would teach his classes using mobile technology, or, in other words, how he would use mobile learning. He was rather specific in his thoughts and even considered the exact mobile applications that he would use and the exact activities for which he would use them:

> *I am thinking of setting up a group in Line* [a mobile application, which, according to Zulkani, is popular in Indonesia and for this

reason, would be most advantageous for his classes] *later in the future. So my proposal is to give more spaces for my students to practice English. <...> I mean a simple example: tomorrow they will study with me in the classroom. So before coming to the class, I can give a kind of brainstorming in the group in Line".*

Zulkani then depicted in detail how the brainstorming activity would work, having discussed beforehand the advantages of using Line in comparison to other popular mobile applications such as Whatsapp and Messenger. *(February 2015, 2NS)*

Thinking these thoughts, Zulkani was, however, suspicious that he might encounter challenges in trying to implement his new ideas. He wanted to get prepared for meeting these challenges, and this gave impetus to how he approached the research component of the MA TESOL programme.

9.5 The research component: 'It really attracts me more'

Within both the pilot project that he had to do for the Developing Researcher Competence (DRC) course and the MA dissertation, which together formed the research component, Zulkani decided to focus on mobile learning. Through research, he wanted to get a better understanding grounded in empirical data of potentials and challenges of using mobile learning in his context. For his pilot project, he decided to interview two language learners from Indonesia about their experience with and thoughts about the use of mobile technology for language learning. For the MA dissertation, he was thinking of conducting similar interviews but this time with language teachers:

> *"So to prepare me for the future.. If I want to apply mobile learning <...> in my context.. I can anticipate by talking... <...> I can prepare, I can get more understanding about the benefits of what I want to do, <...> and I can also anticipate some challenges that may occur".*
> *(February 2015, 2NS)*

When the second semester started, Zulkani's focus shifted entirely to the research component. Zulkani saw a direct link between what he was going to research and what he wanted to do once he returns back to Indonesia, having completed his education. He also saw a more immediate link between his DRC project, the MA dissertation, and PhD, which he hoped to start right after the master's. The other two courses that Zulkani was taking – Multimedia Design and Development (required for the Educational Technology pathway, which he was taking) and Education of Language Teachers (optional) – largely retreated out of his sight. This was despite one of the courses – Multimedia Design and Development – dealing directly with the use of technology for teaching purposes:

> *"I think DRC is really attracting me more.. It really attracts me more. Because you know I keep thinking about.. I mean I keep thinking when I finish my DRC project, I can send my proposal directly, and I can collect the data for my dissertation, and I can start writing <...> [and] I am thinking of using my dissertation as a proposal for my PhD later on". (February 2015, 2NS)*

In the first weeks of the second semester, Zulkani was giving DRC, MA dissertation, and future PhD a lot of thought and drew on every opportunity he could think of to enrich his engagement with his topic. He, as he shared, read a lot about the topic and had a reading target set for each day. He also listened attentively to DRC lecturers and tried to follow their suggestions meticulously – something that his detailed recollection of what he was told and explicit consideration of how to realize it in his research made clear. Moreover, as I guess from Zulkani's attempt to discuss his research with me and to get my comments on his choice of topic and research design, he reached out for help and advice beyond the MA TESOL programme. Zulkani seemed to be overall deeply immersed in the creative flow of the research process. He was, however, pulled out of this flow by the announcement of the grades, which gave him an unpleasant shock and led to a turning point in his MA TESOL experience.

9.6 The turning point: 'I expected that my grades would be excellent'

Zulkani gave his best to the assignments for the first semester and only hoped that the lecturers would appreciate what he had written. This, however, did not happen. Apparently, Zulkani misunderstood the rubric for some of the assignments, and the grades that he received, while being sufficient for him to continue to do the programme and to receive funding for it, were lower than he had hoped for. It became clear to him that he would not be able to convince his funding body to continue sponsoring his studies for him to start a PhD programme right after the master's. This made him *"really sad",* and he *"kept thinking about the grades"* for a week or two. Then acceptance came, and a change to his *"future plan"* came with it:

> *"Actually, I was thinking of talking a little bit about my future plan because it's going to be a little bit different from what I mentioned before. Because <...> before <...> I was still waiting for the results of my assignments, and after finding out the results.. It's a little bit different from my expectation, and, of course, my plan has changed a little bit,"* Zulkani started the first conversation that we had after the grades were released*. (March 2015, 2PSD)*

Zulkani decided that he did not need to cancel his plan entirely. He could only postpone it and apply for a PhD programme in a year or a couple of years time, returning in the meantime to teaching. Trusting God having *"a better plan"* for him and remembering instances from his past when what he thought was a setback turned out to be to his benefit, Zulkani managed to see this originally unwanted change in a positive light:

> *"I think I will just postpone my plan. I just need to wait. And I think it's going to be really useful for me to implement my knowledge directly instead of waiting". (March 2015, 2PSD)*

Zulkani considered the prospect of *"implement[ing his] knowledge directly instead of waiting"* as an opportunity to try his new teaching ideas out

before finalizing his topic for PhD research and to *"prove"* that the topic was *"really good".*

Having settled with this new *"future plan"*, Zulkani re-evaluated what he had been doing as a master's student up until then. During the first semester, he thought a lot about how technology could be used for teaching English in Indonesia. Looking back, however, he felt his thinking was too general in its nature and detached from the specifics of the context that he hoped to work for:

> *"I expected that my grades would be excellent, so that I can continue to my PhD directly. So I didn't think about what I should do when I teach at universities because I planned to continue to my PhD directly right after my master's". (March 2015, 2PSD)*

Zulkani decided to dedicate the remaining time of his studies to thinking more deeply about how he would actually teach using technology. He also wanted to continue studying diligently, hoping that his efforts would produce better results in the future. He felt that now that he was more familiar with the expectations, he could do better in his studies, which he knew he needed to be able to continue with the programme and to keep the option of doing PhD in the future open:

> *"Last semester, <…> I was surprised with everything new here. <…> It was a kind of overwhelming for me. I had to adjust myself to the conditions, to the teaching style, to the amount of reading, and so on. <…> May be, I can do much better in this semester because I am more well-prepared now". (March 2015, 2PSD)*

9.7 The aftermath: 'These ideas are just waiting for me to be implemented'

The thoughts that Zulkani had following the turning point were then fully reflected in what he did in its aftermath up until the programme ended six months later. As he had planned, he focused on his studies and did so

diligently – something that became clear from the dedication to being *"a good student"* with which he discussed his experience of the programme in its last six months. He was also giving more thought to how he would actually use in practice the ideas that he was getting from doing the programme and, during each of our conversations, had plenty to share with this regard. Zulkani overall seemed to have truly made peace with, accepted, and started to appreciate the prospect of returning to teaching upon completion of the programme and postponing the idea of doing PhD:

> *"These ideas* [meaning the ideas that he was getting from doing the MA TESOL programme] *are just waiting for me to be implemented,"* he repeatedly emphasized over numerous encounters, amending only how exactly he phrased it. *(June 2015, 3NS)*

Among *"these ideas",* the idea of mobile learning, as before, had a special place. With time passing, Zulkani was getting more and more convinced that mobile phones were an appropriate and potentially very beneficial technological tool for language learning in his context. In the last six months as a master's student, Zulkani took deliberate steps to develop his expertise in mobile learning. In addition to trying to get the most out of the MA TESOL programme with this regard, he attended the IATEFL conference, where he listened to as many presentations on mobile learning as he could:

> *"I also attended IATEFL conference, which was really nice. I really liked the conference because I met many people, many great people in English language teaching field <...> During the conference, most of the presentations that I chose were about mobile technology because that's my interest – mobile technology". (June 2015, 3NS)*

Attending the conference and seeing the presenters in its turn added to him finding out through DRC research that, as he had anticipated, teachers in his geographical area generally did not use mobile learning in their teaching. Together, this inspired him not to keep his newly acquired knowledge and teaching ideas concealed within the walls of his classroom but instead share

them with other teachers in his context and to become an educational leader:

> *"I was really inspired by the speakers [at the IATEFL conference]. In addition to getting knowledge from them, they also inspired me to be like them, I mean to introduce mobile technologies, to be a speaker in my context later on. <...> I plan to introduce mobile technology to my fellow teachers <...> I found from my DRC <...> the teachers don't actually <...> apply mobile learning in the context of my city <...> So that's my plan". (June 2015, 3NS)*

From now on, Zulkani had many ideas with regard to how he would do this. He knew that there were monthly workshops for English language teachers taking place in his city. He wanted to give one of them and explored this idea within his assignment for Education of Language Teachers course, which he took in the second semester. Zulkani also got an idea of using mobile technology to share what he had learned and to create a space for teachers and himself to develop. He thought he could set up a group in Line similar to the one that he planned to set up for his students and invite teachers from his geographical area to discuss their teaching there in between the monthly workshops:

> *"Most of the time, teachers do not have access [to opportunities for teacher development], and with the idea of mobile technology... My idea <...> is to set up an online space using Line, <...> so we can use this space to share [what we do in our classrooms]. <...> This is teacher development not only for my fellow teachers, but also for me". (June 2015, 3NS)*

Developing these ideas for sharing what he had learned, Zulkani not only hoped to do good to others and himself as a teacher, which he did, but also had an instrumental consideration. He knew that giving presentations, engaging with other teachers, and being generally *"active"* could help him in the future to get a scholarship for PhD:

"In order to win a scholarship, I have to prepare as well as possible. I have to be active. <...> It will add value. <...> I have to train myself to be active because it is good. It is a good experience. I can get good experience, and I can convince my sponsors that I am good enough".
(September 2015, 4NS)

9.8 The end of the MA TESOL programme: 'I shouldn't stop'

Zulkani submitted his dissertation and was getting ready to return to Indonesia when we met for the last time. He came to the meeting radiating joy and delight. He had been recently offered a position to teach English to undergraduate students at a university in his city for one day a week. Even though he knew he needed another job to complement this one and to fill the other days of a week, he felt that his dream started to come true:

"I think it [the job] will be my starting point". (September 2015, 4NS)

Thinking about the future, Zulkani felt excited:

"I think when I get back to Indonesia, it's going to be really fun – fun and also busy". (September 2015, 4NS)

He was going to teach using the many ideas that he had acquired over the year of the MA TESOL and do his best to be *"active"* and spread the ideas out among other teachers in his geographical area. He also already knew what the first instance of him sharing what he had learned would be. The abstract that he had submitted for a conference that was due to take place in October in his city got accepted. He was invited to present the results of his DRC project, which was in itself a big cause for joy for Zulkani:

"I got an email from the committee saying that my abstract was accepted: "Now you can prepare for the presentation this October". And I was like, "Wow! This is going to be great experience for me"".
(September 2015, 4NS)

Thinking about his future teaching, Zulkani did not expect it to be drastically different from what it used to be before. He saw keeping both physical and metaphorical distance between him and his students short as a characteristic feature of his teaching and did not anticipate any changes with regard to it. He, however, knew he would not be the same in terms of technological tools that he would use. He also wanted to be different with regard to what he would do about his teaching outside of teaching hours. Having felt uneasy in the beginning of the MA TESOL programme about the idea of developing through reflection, he now appreciated it. He wanted not to only get teaching done as he used to before, but also to reflect on it once the classes are over to ensure that he continued his development:

> *"I think of doing reflection. I think I didn't do it before, I mean before coming here <…> But I think later on, I will have to do more reflection in order to improve the quality of my teaching". (September 2015, 4NS)*

Looking back on the year of the MA TESOL, Zulkani was finding it to have been very productive. It hopefully helped him to get the *"title"*, meaning the degree, and he knew *"titles [were] important in Indonesia".* He was convinced that without it, he would not have gotten the job that he did. Zulkani also felt he had become a better language teacher. He had learned new teaching ideas and improved his language proficiency. He also felt he had developed his academic abilities. He only regretted not having delved into life outside of university to improve his language proficiency even more, but he knew it was the choice that he deliberately made to ensure that he focused on his studies and did well in them. Looking forward, Zulkani wanted to keep learning and growing as an English language teacher, expert in mobile technology, and future full-time lecturer:

> *"I shouldn't stop. I should keep learning. I have to develop myself, even though I have finished my studies for now". (September 2015, 4NS)*

9.9 A spotlight on Zulkani's professional development

In its essence, Zulkani's professional development appears to have been about him discovering new identities for himself and making first steps towards assuming them. These are the identities of a lecturer, expert in educational technology, and a leader in his context. There is also evidence of some changes to Zulkani's teacher beliefs, most notably his beliefs about the use of technology for teaching purposes and reflection as a means of continuing development as a teacher. All of these changes appear to have occurred within the context of Zulkani's active pursuit of his goals. This is, firstly, the goal to become a better English language teacher, then a lecturer, and subsequently an expert in educational technology.

CHAPTER 10: CONCEPTUALIZING PROFESSIONAL DEVELOPMENT

The aim of this chapter is to conceptualize the professional development of the four teachers and by doing so to answer the second research question, which was:

- How can I conceptualize the professional development of the four teachers to account for the significance of their goals for it?

For this purpose, I will, firstly, explain the origin of the second research question and how I proceeded about answering it. I will then present the conceptualization and offer some further insights about professional development in TESOL.

10.1 The origin of the second research question

I started this research focusing mainly on the first research question – How did professional development happen for the four teachers? – and it was in order to answer it that I constructed the stories. I was driven by my curiosity about English language teachers, and I envisioned that by telling stories of the four teachers taking the MA TESOL programme, I would enrich the existing literature on professional development in TESOL. Constructing the stories, I came to see that there was a lot of resonance between the cases of the four teachers and what had been previously said about professional development in TESOL (Borg 2006; Johnson 2006; Mann 2005; Richards 2008; Tsui 2011; Wright 2010). As it was noted earlier, professional development of Beatrice, David, Fatima, and Zulkani was very individual. All of the teachers had different interests and concerns, engaged in different activities, and found different meaning in them. Also, their professional development did not affect all of their teacher beliefs, nor did it bring fundamental changes to their professional identity. While some changes did happen, there was still a degree of continuity in their mental lives.

While there was generally a lot of resonance between the cases of the four teachers and what I already knew about professional development through

engagement with the literature, there was something that stood out for me. This was the significance of goals for the four teachers. I first noticed that the teachers' goals were important for them while constructing the cases. This observation then informed the process of constructing the stories and as a result was further underscored and explored by them. This then made it difficult for me to ignore it. Having initially treated the observation in a rather instrumental way – as something that helped me with constructing the stories – I became intrinsically interested in it. This brought me back to the literature, and it was in light of engagement with it that the second research question emerged.

10.2 Future in teacher education literature

The importance of future-oriented thinking for people and their actions has been long known to humanity. As early as the 4th century BC, Aristotle said in the Nicomachaen Ethics that "the origin of action… is choice, and that of choice is desire and reasoning with a view to an end" (cited in Elliot & Fryer 2008, p.239). This knowledge was further extended and deepened within action theory – an area within philosophy, which studies action. After a prolonged debate, a number of philosophers working in this area agreed that it is intention that makes an action meaningful (Wilson & Shpall 2016). For an action to be understood, intention behind it needs to be known (ibid.). In the 20th century, the consideration that future-directed thoughts mattered was picked up in psychology (Pervin 2015). There it was suggested that having and pursuing goals was essential for well-being (ibid.). Viktor Frankl (1984, p.127), one of the first among psychologists to suggest this, famously said in light of his experience as a prisoner in a concentration camp during the world war two that:

> *"What man actually needs is not a tensionless state but rather the striving and struggling for a worthwhile goal".*

When it comes to teacher education, after teacher cognition research emerged, it did not take it long to document the significance of future-

oriented thoughts for development as a teacher. Tabachnik and Zeichner (1984) interviewed and observed 13 pre-service teachers enrolled into an elementary student teaching programme during its last semester. They focused on the student teachers' developing teacher perspectives, which is another term for teacher beliefs, and found that individual intent played an important role in the student teachers' development. Individual intent informed the student teachers' choice of situations that they put themselves in, shaping in this way their experience and subsequently development.

A similar conclusion was made by Goodman (1988), who also investigated teacher perspectives within the context of a teacher education programme. Using interviews and observations, he, like Tabachnik and Zeichner (1984), highlighted the significance of "internal directedness" for development (p.133). Goodman (1988) showed that the student teachers were actively involved in tailoring their experience that eventually brought about development of their teacher perspectives. He further pointed out that how the student teachers tailored their experience was informed by their thoughts about the future and highlighted the importance of wishful thinking and daydreaming.

Despite the evidence, the consideration that future-directed thoughts mattered was, however, soon forgotten in the discussion around teacher education and development. It was overshadowed by the interest in past experiences and their effect on development as a teacher, which started to grow slightly before Tabachnik and Zeichner (1984) and Goodman (1988) published their research. Tabachnik and Zeichner (1984) claimed in light of their results that past experiences mattered, but only to some extent. They emphasized that past experiences only helped teachers to make a choice of situations to put themselves in, but what primarily informed the choice were the thoughts about the future. They criticized Lortie (1975) and others focusing exclusively on past experiences and their effect on development as a teacher for adopting a view of teachers which neglected teachers' active involvement in their development. They argued that teachers were not passive beings but rather active agents of their own development grounded

in the past but striving for the future. Their argument, however, remained largely unattended despite their work gaining a lot of citations.

Interestingly, with growing interest in past experiences and their effect on development, consideration of the future disappeared not only from teacher cognition research but also from most of the discussion around teacher education. This became particularly visible in the discussion around reflection. In his seminal work, Conway (2001) observed that none of the first scholars who suggested reflection as a means of development described it as examining past experiences. Dewey (1933) talked about reflection as "deliberate thoughtfulness" and did not specify that such thoughtfulness was expected to have a retrospective focus (Conway 2001, p.90). Van Manen (1995) discussed reflection as having different forms and identified retrospective reflection as only one of them (ibid.). Later, however, the early works on reflection started to be cited in a way that interpreted looking back on experience as looking back in time rather than looking inward on oneself as initially suggested (Conway 2001, pp.90, 104). Gradually, discussion about reflection became "temporally truncated" with the future as a dimension being eliminated from it (ibid.).

By the mid-1990s, the view of teachers as "persons with histories" became firmly established in teacher education literature while the consideration that they were also "persons with possibility" largely retreated out of sight (Conway 2001, p.104). This was the case across both mainstream education and TESOL. With just a few exceptions (e.g. Kelchtermans 1993a), future as a dimension in teachers' thinking remained to be considered only in research and discussion of transition from pre-service teacher education to practice. However, even there it was not discussed in a balanced way. Instead, pre-service teachers' thoughts about their future as teachers were often portrayed as a problem. According to numerous research, these thoughts were inadequate and were the reason why newly qualified teachers struggled during their early time of teaching resulting in their identities getting "shattered" (Cole & Knowles 1993) or "falling apart" (Xu

2012) (also e.g. Chubbuck et al. 2001; Goddard & Foster 2001; Kumazawa 2013).

Only recently has it been realized anew outside of research on transition to practice that teachers think about their future and that these thoughts of theirs matter, especially within the context of professional development (Urzua & Vasquez 2008). However, there is still altogether little research that responded to this realization (Kubanyiova 2015; Lutovac & Kaasila 2012). Moreover, most of the research that did respond to it, be it in mainstream education or TESOL, largely only focused on the content of teachers' future-directed thoughts (Hiver 2013; Kalaja 2015). Few studies explored the relationship between future-directed thoughts and professional development within any understanding of it, be it of pre-service or experienced teachers. I am aware of only two studies: Kubanyiova (2009, 2012) and Hamman et al. (2013). Both of them reflected only partially what I could see with this regard in light of the cases of the four teachers.

10.3 Kubanyiova (2009, 2012), Hamman et al. (2012) and the cases of the four teachers

Kubanyiova (2009, 2012) investigated conceptual change of a group of experienced language teachers in Slovakia taking a course on learning motivation. Conceptual change, or simply a change in how teachers think, was what Kubanyiova (2009, 2012) considered development as a teacher to be about. Using interviews, observations, and questionnaires, she investigated how such a change happened. Kubanyiova (2009, 2012) analysed the data using a grounded ethnographic approach and found that what teachers thought about their future played a central role in their development. To theorize teachers' thoughts about the future, she turned to possible selves theory. This is a theory developed by Markus and Nurius (1986), which describes people's thoughts about themselves in the future in terms of the selves that they might become, would like to become, and are afraid of becoming. Building on this theory, Kubanyiova (2009, 2012)

identified conditions that were necessary for a meaningful conceptual change to happen. These conditions were:

- The input from the programme had to be of relevance to a teacher's ideal future self, or, otherwise, the teacher would find the input interesting to know but would not engage with it deeply.

- There had to be a dissonance between the input of the programme and the beliefs that the teacher already held, or, otherwise, the teacher would only get reinforcement of her existing beliefs.

- The teacher had to find the change suggested by the programme possible and desirable in her context, or, otherwise, she might leave the programme confused, disoriented, and frustrated.

Two publications came out of this investigation, and they were both included into the systematic literature review that I conducted in the beginning of this research. These publications were, in fact, the primary source of inspiration for me to consider teachers' thoughts about the future while investigating their professional development. Returning to Kubanyiova's (2009, 2012) conclusion after I constructed the stories, I found it to correspond to the cases of the four teachers. Indeed, it was important for all of the teachers to see the relevance of what they were doing and learning for what they wanted to become. Yet, I could also see a limitation of this conclusion in light of the cases. Kubanyiova's (2009, 2012) conditions did not consider that teachers' thoughts about their future could change while the cases of the four teachers clearly showed that such thoughts were far from being fixed.

The changeable nature of thoughts about the future was highlighted by Hamman et al. (2013), who researched how thinking about the future contributed to the formation of the professional identity of pre-service teachers. Drawing like Kubanyiova's (2009, 2012) on possible selves theory, they interviewed ten teachers enrolled into a teacher education programme in the USA about their possible selves and what impact they had on their

behaviour. Hamman et al. (2013) found that the teachers' possible selves were not stable. They could easily change within a short period of time in response to a new experience. They also found that the teachers' possible selves informed the teachers' behaviour and helped the teachers to tailor their learning to teach. Possible selves suggested the teachers what they needed to do, motivated them to do this, and provided a measure for the teachers to evaluate themselves and their progress against.

As with Kubanyiova's (2009, 2012) research, I could see that the cases of the four teachers supported the conclusion of Hamman et al. (2013). Indeed, the teachers' thoughts about the future changed and were significant for their behaviour the way they described it. Such thoughts also clearly provided a measure for them to motivate and evaluate themselves. Yet, as with Kubanyiova's (2009, 2012) conclusion, I was not fully satisfied with the one by Hamman et al. (2013) when I looked closely at the cases of the four teachers. For the four teachers, their thoughts about the future were not just important as they engaged in professional development. Such thoughts seemed to lie at the very centre of their professional development. Hamman et al. (2013), however, while emphasizing the importance of teachers' thoughts about their future, did not seem to connect them so closely to the teachers' development as teachers.

Seeing the four teachers' goals as having played a central role in their professional development and not finding any previous study to fully reflect this, I decided to conceptualize the professional development of the four teachers. "To conceptualize" as a word is often defined as a "to form an idea" of an issue in focus (Oxford Dictionaries 2015), and it was in this sense that I used it. Planning to conceptualize professional development of the four teachers, I was interested in it as a process and wanted to form an idea of it in a way that would account for the significance of the teachers' goals for it. I wanted to see *how* professional development as an outcome was achieved and hoped to identify a principle behind it which would be common for the four teachers and which would take into account the significance of the goals. Thus the second research question emerged.

10.4 Considerations behind the second research question and my approach to answering it

The second research question with its focus on conceptualizing professional development fits the thrust of the field well. With conceptualization being how an issue is thought about, it can be said that much of what second language teacher education as a field of inquiry has worked on throughout the time of its existence was conceptualizing development. As discussed in Chapter 1, the field itself emerged in the first place in response to the need to re-think development in light of the dawn of the post-method condition and discoveries of teacher cognition research. From this point of view, the milestones in the development of the field can be seen as milestones in conceptualizing development. Development as a change to behaviour, acquisition of a methodological approach, evolution in teacher beliefs, learning, and transformation in identity are all different conceptualizations of development. So are the more nuanced considerations of how development happens within any of these broad conceptualizations.

A few words need to be said here about how I chose to answer the second research question. This question could have potentially informed how the previous four chapters were written. It is much more common for new conceptualizations to be offered earlier into a research report and for the data to be presented and discussed in a way that would clarify and support the conceptualization. This is, for example, what Kubanyiova (2012) did. She presented the conditions that she identified as necessary for a conceptual change to happen even before she discussed the methodology of her research. She then structured the rest of her monograph according to these conditions. In each of the analytical chapters, she discussed one condition and referred to the data to better explain and exemplify it. I could have done something similar presenting the conceptualization before the stories and then building links throughout the stories back to the conceptualization. I, however, deliberately rejected this idea out of concern for transparency and integrity of the overall representation of this research.

Within this research, the conceptualization emerged out of the stories. It was only after I constructed them that I started to actively engage with the teachers' future-directed thoughts and formulated the second research question. I, therefore, considered that presenting the conceptualization earlier in the thesis and tying the stories to it would have compromised transparency of this research. It would have not been clear out of what and how exactly I developed the conceptualization. Moreover, the stories serve their own particular purpose. They answer the first research question. Infusing the conceptualization into them would have negatively affected them as an answer to this question. It is for these two reasons that I decided to postpone presenting the conceptualization until this chapter. I am aware that presenting it here has made the overall structure of the thesis rather unconventional. Though I know that there is a reason for conventions (at the very minimum, they help the reader to engage with and digest a research report), I feel that in the case of this particular study it was more appropriate to diverge from them.

10.5 Goals as imagined identities

I started answering the second research question by examining the teachers' goals. In the current teacher education literature allowing attention to teachers' future-directed thoughts, it has become common to discuss such thoughts with reference to possible selves theory (Burns et al. 2015; Hiver 2013; Ronfeldt & Grossman 2008 in addition to Hamman et al. 2012 and Kubanyiova 2009, 2012 mentioned above). Possible selves is one of a number of concepts that were developed to describe "positive and negative identities one might hold in the future" (Oyserman & James 2011, p.117). Other ones include ideal and ought selves (Havinghurst et al. 1946; Higgins 1987; Higgins et al. 1985), desired and undesired selves (Ogilvie 1987), fantasy selves (Bybee et al. 1997; Oettingen et al. 2001), goals (Austin & Vancouver 1996), and personal projects (Little 1987; Little et al. 2007) – all cited in Oyserman and James (2011, p.119). Altogether these concepts became known as possible identities (Oyserman & James 2011).

Another similar concept, which has been used in teacher education literature, is imagined identity (e.g. Xu 2013). This concept has its roots in Norton's (Peirce 1995; Norton 2000, 2013) work and parallels the concept of imagined communities that she developed within her research of language learning experiences of adult immigrants to Canada. Norton used the concept of imagined communities to call the 'groups of people, not immediately tangible and accessible, with whom we connect through the power of imagination' (Kanno & Norton 2003, p.241), which she noticed each of the learners had in mind while learning a language. Similarly to the concept of imagined communities, the one of imagined identity describes a construct developed through imagination. It is used to name the identity that an individual wishes for oneself but that is not immediately available to them (Xu 2013). Imagined identity is juxtaposed with practiced identity, or the identity that one already lives (ibid.).

Looking at the teachers' goals and knowing how future-directed thoughts were previously discussed in teacher education literature, I could see that the goals represented identities that the teachers strived for. Here are the identities that I find the teachers had in mind for their future when they took the decision to do the MA TESOL programme:

- Beatrice: a teacher who gives attention to speaking practice and by doing so teaches English as a means of communication;

- David: a self-employed professional;

- Fatima: a good tertiary level English language teacher with a prospect for further career growth;

- Zulkani: a university lecturer.

All of the teachers perceived these identities which they wished for themselves as not immediately available to them:

- Beatrice: Beatrice did not believe there was any possibility for her to be a teacher that she wanted to be within the context of her work. Neither did she consider that changing her job might offer a solution.

- David: David lacked capital, which he was convinced he needed, to set up his own business and to become self-employed.

- Fatima: Fatima saw herself and her skills as not yet being enough for her to consider herself, at least to the extent that she felt she could eventually become, a good tertiary level English language teacher with a prospect of further career growth.

- Zulkani: Zulkani did not satisfy the minimum requirement for a lectureship position and for this reason could not expect to be offered it.

Yet, all of the teachers believed that these identities were possible for them, and it was to turn them into practiced ones that they strived for:

- Beatrice: Beatrice knew it would not be easy for her to find a way to be the teacher she wanted to be, but she believed she would have a chance if she completed a master's degree.

- David: David felt quite confident that he could become a self-employed professional provided that he had the capital to start his own business.

- Fatima: Fatima believed she could become a better English language teacher and would have more professional opportunities open for her if she continued her development.

- Zulkani: Zulkani had little doubt that he would eventually be able to become a lecturer if he satisfied the minimum requirement.

Seeing this, I considered that I could describe the teachers' goals using one of the concepts from previous research: possible selves, other concepts from possible identities group, or imagined identity. Looking closer at the

literature on each of these concepts, I found that the concepts were very similar in their nature and had no fundamental differences between them. It looked like in the discussion around future-directed thoughts there was a situation resembling the one in teacher cognition research. While the phenomenon under investigation and the understanding of it was fairly similar, there was just a multiplicity of terms to describe it (Borg 2003, 2006). Having discovered this, I then chose the concept of imagined identities for no bigger reason than that I found the emphasis on imagination within the term itself appealing. For me, the reference to imagination highlighted in the most vivid and accurate way the creativity and agency involved in constructing an identity for the future. The teachers' goals then became for me imagined identities.

Referring to the teachers' goals as imagined identities, I projected onto them what I generally knew about identity and what I discussed in Chapter 1. In particular, this was the understanding that identity is a complex phenomenon crucially related to the surrounding context and it is multiple, shifting, and potentially in conflict (Varghese et al. 2005). In light of this understanding, I recognized that there could be many identities that a person may imagine for himself or herself and did not expect these identities to be stable and easily compatible. I understood that they could change and disappear, new ones could grow to prominence, and there could be little coherence among them. This perspective of mine fitted well with how imagined identities emerged within the data. As the stories make it clear, the teachers' imagined identities were not stable. Here are the key changes that I find happened to them:

- Beatrice: For Beatrice, her imagined identity of the teacher who teaches English as a means of communication got transformed. In the beginning of the year of the MA TESOL, Beatrice had a clear sense of where she would practice this identity. It was within her own junior high school, which she had a dream to set up. By the end of the programme, Beatrice no longer had a context specified for this

imagined identity of hers. She could see herself becoming the teacher she wanted to become anywhere.

- David: For David, his imagined identity somewhat faded once the MA TESOL programme finished. Having been passionate throughout the entire year of the MA TESOL about setting up a business in alternative medicine and psychotherapy and becoming self-employed, by its end David became interested again in being a teacher.

- Fatima: For Fatima, a new imagined identity emerged and later got transformed. This was an imagined identity of an educational leader, which she developed when she realized that the problem with lack of motivation in students could be solved through modification of the existing teaching practice. This imagined identity later got transformed when Fatima's focus shifted from motivation to critical thinking skills.

- Zulkani: For Zulkani, two new imagined identities emerged. They were the imagined identities of an expert in educational technology and an educational leader in his context.

Similarly, the identities that the teachers imagined and pursued were often multiple. With this regard, Zulkani's case is particularly revealing. There were many identities that Zulkani imagined for himself, and he pursued many of them simultaneously. They were an identity of a lecturer, an expert in educational technology, and an educational leader. It was also the one of a good English language teacher, which Zulkani developed before the one of a lecturer and which remained current but stayed somewhat in the background throughout the year of the MA TESOL.

10.6 Imagined identities as accompanied by antenarratives

Examining the teachers' imagined identities, I further noticed that these identities did not exist by themselves but had an idea associated with them

of steps to be taken for the imagined identities to become possible to assume. Here are, for example, the steps that I find accompanied the imagined identities that the teachers had in mind when they took the decision to do the MA TESOL programme:

- Beatrice: to obtain a master's degree from the UK to make her voice more respected on the educational arena in China, to set up her own school, to teach there the way she believed was right, and to be a teacher who allows a lot of attention to speaking practice.

- David: to complete a master's degree to be able to claim a higher wage, to then return to the Middle East and work there while earning more, to accumulate capital, set up his own business, and become self-employed.

- Fatima: to complete a master's degree in an English speaking country to improve her language proficiency and to upgrade her qualifications to become a better teacher and open up opportunities for further career growth within tertiary education in her home country.

- Zulkani: to complete a master's degree to satisfy the minimum requirement for a lectureship position to eventually get such a position and become a lecturer.

Upon closer examination, I found that these steps had a clear sense of "and then" (Salmon & Riessman 2008, p.79) so typical of stories, which made me think that they themselves could be thought of as stories. This consideration brought me to the literature, and it was then in search of whether prospective scenario making had been ever discussed in terms of being a story that I discovered the concept of antenarrative. Antenarrative is a concept proposed by Boje (2011a) within organization research and studied by him as well as other researchers (e.g. authors within the edited volume by Boje 2011b). Boje (2011a) defines antenarrative as "a bet on the future" (p.1) – a prediction of how events would unfold. It is a story yet to be lived.

The concept captured exactly what I had noticed, and I borrowed it for the conceptualization of professional development of the four teachers to describe the steps accompanying imagined identities.

As stories, the antenarratives that the teachers had were very flexible in their structure, which is somewhat common for antenarratives in general (Boje 2011a). They depicted a passage from one equilibrium to another and in this sense had a plot (Todorov 1971/1977, p. 111, cited in Czarniawska 2004, p. 19). The plot was, however, not neatly packaged and clearly defined. The sense of events that were a part of it was loose. Similarly, there was often little certainty with regard to the exact order that the events were expected to happen in. For example, thinking about becoming self-employed, David wanted his business to be in alternative medicine and psychotherapy and considered obtaining a certificate in a relevant field to be beneficial for this purpose. This can be then seen as a part of his antenarrative. Was there anything else that was a part of it? It cannot be denied. Likewise, it is unclear whether David planned to quit English language teaching and then set up his own business or vice versa. Antenarratives overall appeared as a general, often somewhat crude, plan for action open for modification and elaboration.

10.7 Imagined identities and antenarratives as shapers of experience

In the literature on possible identities, it is widely observed that such identities shape experience: they provide "a goal post for current action" and "an interpretive lens for making sense of experience" (Oyserman & James 2011, p.117). Looking at the stories and the original data, I could see that this was also true for the teachers' imagined identities. The imagined identities served as a framework for making sense of experience during the narrative sessions and post-session discussions. This was something that I observed while constructing the cases and discussed in Chapter 5. From how the teachers described what they were doing, their imagined identities also seem to have provided a goal post for current action. I say seem because what the teachers said about what they were doing should not be

equaled to what they actually did, although seemingly, there were hardly any actions that were not informed in some way by the teachers' imagined identities. Quite the opposite, for many actions, the link to the imagined identities was very prominent. Here are some of them:

- Beatrice: actions involved in doing her pilot project. For her pilot project, Beatrice investigated her own development using co-operative teacher development as a framework. Though the declared purpose was different, for her, the project was in a way a rehearsal of the message that she would give to her colleagues upon her return to teaching to get them on her side to make the change to educational practice possible. She saw this as a part of her finding a way to eventually teach the way she believed was right and to be the teacher she wanted to be.

- David: actions involved in focusing on obtaining the certificate. Very early into the year of the MA TESOL, David decided to and then did indeed focus on obtaining the certificate, seeing it as what he needed the most for him to become a self-employed professional.

- Fatima: actions involved in trying to learn about the British system of education. Throughout the year, as Fatima later made it clear, she tried to learn about the British system of education, seeing it as a preparation for her to later bring a positive change to education in her home country.

- Zulkani: actions involved in trying to do his best in his studies and to learn as much as possible about how technology could be used for teaching English. Throughout the year of the MA TESOL, Zulkani tried do his best in his studies and to learn as much as possible about educational technology and how it could be used to support English language teaching to ensure that he would indeed become a lecturer and an expert in educational technology.

This is all in addition to the choice to do the programme in the first place, which for all the four teachers had a direct link to their consideration of what they wanted to become.

Literature on possible identities helped me to notice the shaping influence of the teachers' imagined identities on their experience. Examining this influence more closely, however, I also noticed that in providing a direction for action and a framework for making sense of experience, the teachers' imagined identities and antenarratives worked together. It was both what the teachers wanted to become (their imagined identities) and what they considered to be useful for this purpose (antenarratives) that suggested them what they needed to do. For example:

- Beatrice: Beatrice used co-operative teacher development as a framework for her pilot project and did the project the way she did because she wanted to become a teacher who teaches English as a means of communication and she envisioned that doing the project in this way would be helpful for this purpose.

- David: David chose to focus on obtaining the certificate because he wanted to become a self-employed professional and it was the certificate that he considered he needed for this purpose.

- Fatima: Fatima tried to learn as much as she could about the British system of education because she wanted to become an educational leader and improve education in her country and she believed that knowing more about the British system of education could be helpful for this purpose.

- Zulkani: Zulkani did his best to do well in his studies and to learn about educational technology because he wanted to become a lecturer and an expert in educational technology and he considered that this was what he had to do for this purpose.

Similarly, both imagined identities and antenarratives provided a framework for making sense of experience. They both helped the teachers to decide whether what they were doing and what was happening to them was contributing to their imaginary future and, if so, then how. This is most visible in the cases of David and Zulkani:

- David: For David, the MA TESOL programme appeared as being of little use for his development as a teacher. He, however, did not consider this to be a major concern for him. This did not interfere with his aspiration to become a self-employed professional and his sense of how he could become one, which suggested that what he mainly needed was the certificate. It is easy to imagine how differently he could have evaluated his discovery that the programme was not as helpful as he hoped it would be for his development as a teacher had he considered that to become a self-employed professional he, firstly, needed to become a better teacher or had a better teacher been in itself his imagined identity.

- Zulkani: The grades for the first semester might have not given such an unpleasant shock to Zulkani had they not proved some aspects of his antenarrative for the imagined identity of a lecturer to be unrealistic. They made it clear to him that he would not be able to start his PhD, which he knew he would be asked to do as a lecturer, as he had hoped, right after the master's.

10.8 Imagined identities and antenarratives as shaped by worldview and practiced identities

Examining the teachers' imagined identities and antenarratives further, I also noticed that they were underpinned by the teachers' worldviews and practiced identities. As mentioned earlier, a worldview is a concept that I borrowed from narratology while constructing the stories. It describes "any system of meaning, be it of commonsensical, religious, philosophical, political, ideological or scientific nature, that seeks to provide answers to

basic and general questions bearing on human existence in addition to addressing further, more particular issues" (Wolf 2008, p.170). It is how a person sees the world. Practiced identity in its turn in its most general sense is how a person sees himself or herself. It is an answer to the question "Who am I?" (Schwartz et al. 2011). For me, worldview and practiced identity as concepts included teacher beliefs and professional identity but were broader than them.

For the four teachers, their worldviews and practiced identities supplied the ideas that the teachers then developed their imagined identities and antenarratives in accordance with. Here are some of the ideas that I find underpinned the teachers imagined identities and antenarratives when they took the decision to do the MA TESOL programme:

- Beatrice: that language was a means of communication and that it should be taught as such; that she could not expect to be allowed without struggle to teach English in this way within the context of public education in China; that the context of public education in China preferred English to be taught in a rather exam-oriented way with the main focus being on grammar, vocabulary, reading, and translation; that this context was hostile towards any alternative pedagogical approaches; that within this context she herself the way she was could not be more than a pawn; that the way to change this and to avoid having to submit to the expectations of the context was to make herself and her opinion more respected; and that a master's degree could gain its holder the respect that was needed or at least some of it.

- David: that being self-employed was better than working on a contract; that he the way he was could be a self-employed professional provided that he had sufficient capital to start his own business; that alternative medicine and psychotherapy were useful and were in themselves a viable idea for the business; that he could accumulate sufficient capital to set up his own business in alternative

medicine and psychotherapy if he earned more; that a master's degree could increase his salary; and that salaries in the Middle East were generally higher compared to the rest of the world.

- Fatima: that lack of motivation in learners was a major problem for a teacher; that learners' motivation was generally higher at tertiary level; that, therefore, tertiary level was the best context for her to be a teacher; that being a teacher at tertiary level required better skills than teaching at other levels of education; that among these skills language proficiency was key; that the target of learning a language was to develop native-like proficiency; that language proficiency was developed through imitation; that in addition upgrading her qualifications could benefit her career at tertiary level; and that academic qualifications were the ones that could bring the biggest benefit.

- Zulkani: that being a lecturer was what he wanted to do; that there was no reason why he should not expect to be able to become a lecturer provided that he satisfied the minimum requirement.

The teachers' worldviews and identities were not set in stone and some changes occurred to them after the teachers took the decision to do the MA TESOL. Here are the most notable of them:

- Beatrice: Beatrice realized that there was more that she could do to make her voice heard than she used to think. For example, she could collaborate with her learners and colleagues and seek their support.

- David: David realized that he was not as introverted as he thought he was and that teaching as a career choice did suit him well.

- Fatima: Fatima realized that motivation was not a constant and that it could be increased through the modification of existing teaching practice.

- Zulkani: Zulkani realized that there was a void in knowledge in his context and he could fill it by becoming an expert in educational technology.

These changes in their turn appear to be what underpinned the changes to the teachers' imagined identities and antenarratives:

- Beatrice: It was when she realized that there was more that she could do as an English language teacher to make her voice heard that she was able to drop the specification of the context from her imagined identity and antenarrative.

- David: It was when he realized that English language teaching actually suited him well as a career choice that the imagined identity of a self-employed professional and the antenarrative associated with it somewhat faded for David.

- Fatima: It was when she realized that motivation could be increased through modification of teaching practice that Fatima developed the imagined identity of an educational leader in her context and developed an antenarrative for it.

- Zulkani: It was when Zulkani realized that there was a void in knowledge in his context and he could fill it in by becoming an expert in educational technology that he developed an imagined identity of such an expert and an antenarrative for it.

10.9 Experience as a shaper of worldview and practiced identity

The teachers' worldviews and identities, including their teacher beliefs and professional identities, in their turn appear to have been shaped by their experience. Here are a few examples of some aspects of the teachers' worldviews and identities that can be traced to their past experience:

- Beatrice: Beatrice's conviction that she should not expect to be able to teach the way she believed was right without a struggle can be traced to her experience of teaching at senior high schools.

- David: David's consideration that salaries were higher in the Middle East compared to the rest of the world can be traced to his experience of working there. In the same way, his conviction that alternative medicine and psychotherapy were useful and in themselves were a viable idea for the business can be traced to his experience of seeing their benefit for himself.

- Fatima: Fatima's consideration that motivation was a key prerequisite for learning and that the lack of it in learners was a major problem for a teacher can be traced to her experience of struggling to make her learners learn when they were not interested in the subject. Her consideration that this problem was not as acute at tertiary level as it was elsewhere and that students studying at this level were generally more motivated can be further traced to her experience of teaching within various contexts.

- Zulkani: Zulkani's consideration that being a lecturer would suit him can be traced to his brief but positive experience of teaching university students.

Similarly, many of the changes that happened to the teachers' worldviews and identities after they took the decision to do the MA TESOL programme can be linked to their ongoing experience. Here are a few examples:

- Beatrice: Beatrice's realization that there was more that she could do as an English language teacher can be linked to her experience of engaging with the content of the programme.

- David: David's realization that English language teaching suited him well as a career choice can be linked to his experience of struggling

with being a postgraduate student and finding teaching more enjoyable upon his return to it.

- Fatima: Fatima made it clear herself that she realized that motivation was not a constant through talking to different people in Manchester during her first year abroad.

- Zulkani: Zulkani's realization that there was a void in knowledge in his context and that he could fill it can be linked to his experience of winning a scholarship to do the MA TESOL.

10.10 Professional development as an outcome as a part of the changes to worldview and practiced identity

Within this research, I considered professional development to be about changes construed broadly to teachers' professional identities and teacher beliefs. From this perspective, the teachers' professional development as an outcome appears to have been as follows:

- Beatrice: transformation to her identity as a teacher and some changes to her teacher beliefs. By the end of the year of the MA TESOL, Beatrice re-envisioned herself as an English language teacher and started to see herself as more powerful than she thought she was. She came to believe that her voice as an English language teacher deserved to be heard and could be heard anywhere. This included the context of public education in China, which, in her opinion, was hostile towards ideas like the ones she wanted to suggest. Some of her teacher beliefs also changed. This is most notably her beliefs about her learners and colleagues. She turned her attention to her learners and colleagues and developed a desire to collaborate with them.

- David: reconnection with his identity as an English language teacher and some possible changes to his teacher beliefs. Having been determined to quit the teaching path, by the end of the MA TESOL

219

programme, David became interested again in being a teacher. He also acquired new ideas for his teaching practice, which he wanted to try out, suggesting that some of his teacher beliefs might have changed or were about to change, though there is no clear indication of what these beliefs were.

- Fatima: discovery of a new professional identity for herself and some changes to her teacher beliefs. Over the two years that Fatima spent in Manchester, she discovered a new professional identity for herself. This was an identity of an educational leader in her home country. This identity, firstly, emerged as imagined. It, however, gradually came to a verge of turning into the practiced one as Fatima neared return to teaching, upon which she envisioned starting to act upon the many ideas she had for improving education in her home country. This identity also got transformed over the year of the MA TESOL as its focus shifted from increasing motivation in learners to supporting development of critical thinking skills. There were also some changes to Fatima's teacher beliefs. Most notably, she realized that motivation could be increased through amendment of teaching practice and that motivation was important, but so was development of critical thinking skills. She also realized that to support development of critical thinking skills, she as a teacher had to give more space for her students to be autonomous learners and that she could use technology to further enrich her teaching.

- Zulkani: discovery of new professional identities for himself and some changes to his teacher beliefs. After Zulknai applied to the MA TESOL programme and before he finished it, he discovered two new professional identities for himself: expert in educational technology and educational leader in his context. These two identities supplemented the ones of a lecturer and a good English language teacher, which Zulkani imagined and pursued long before. Some changes also occurred to Zulkani's teacher beliefs. Most notably, he realized that technology could be useful for supporting the teaching

and learning of English and found technological tools that he considered to be appropriate for his context.

These changes to the teachers' professional identities and teacher beliefs were a part of broader changes to their practiced identities and worldviews, which happened in light of new experience shaped by the imagined identities and antenarratives.

10.11 The conceptualization

Bringing these observations together, I found that the teachers' professional development as a process could be conceptualized in a way that could be graphically summarized as follows:
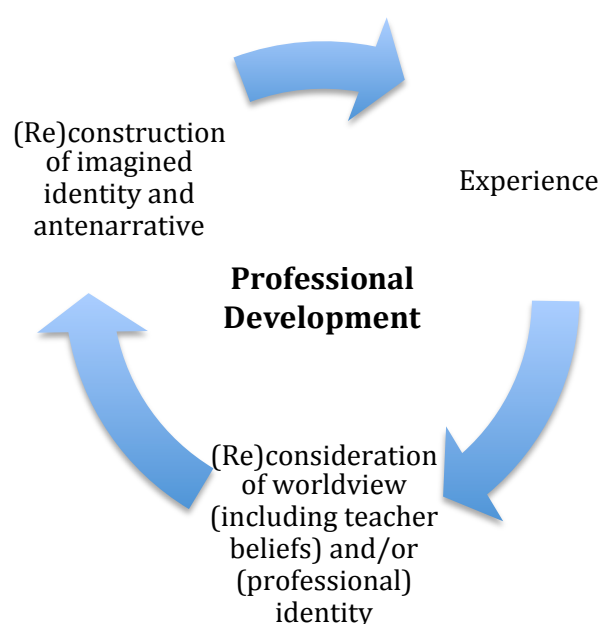
Figure 2 A graphic summary of the conceptualization of professional development of the four teachers

Namely, I found that the teachers' professional development as a process could be conceptualized as an iterative pursuit of an ever-evolving imagined identity, or identities, and antenarrative, or antenarratives. As a process, it is shaped by and simultaneously shaping the teachers' current worldviews and identities, of which the teachers' professional identities and teacher beliefs

221

are a part. Appendix D shows how the cases of the four teachers appear through the prism of this conceptualization.

10.12 Relationship between imagined identities and antenarratives

Having brought the observation together in this way, I further thought about the relationship between imagined identities and antenarratives. Noticing that the teachers pursued only those imagined identities for which they could construct an antenarrative, I started to think that antenarratives influenced the teachers' choice of imagined identities to pursue. While there were potentially a limitless number of identities that the teachers could imagine for themselves, they could not construct an antenarrative for all of them. For example, while Beatrice might have wished, as Fatima did, to change how English is taught within her entire home country, with her worldview and identity she could not construct a story of how she would do this. Without a story, this never became more than a wish and even as a wish was never truly articulated as if it was too big to even speak about. In contrast, Fatima could construct such a story given the differences in her worldview and identity and was then able to imagine and pursue the identity of an educational leader.

From this perspective, antenarratives mediated the changes to the teachers' imagined identities. Changes to the teachers' worldviews and identities, in light of which the changes occurred, opened opportunities for different antenarratives to be constructed or made existing antenarratives no longer appropriate. This then made emergence of new imagined identities possible or necessitated changes or abandonment of the existing ones. To continue with the case of Beatrice as an example, the key change that happened to her imagined identity was the drop of the specification of the work context. Initially, Beatrice considered that to truly be the teacher she wanted to be, she needed to set up her own school. By the end of the year, she was, however, able to see herself being such a teacher within any context. This happened when Beatrice's worldview and identity changed enough to permit construction of an antenarrative to support such an imagined

identity. I then integrated this consideration into the conceptualization and eventually conceptualized professional development of the four teachers as:

- An iterative pursuit of an ever-evolving imagined identity mediated by an antenarrative and shaped by and simultaneously shaping the teachers' current worldviews and identities, of which the teachers' professional identities and teacher beliefs are a part.

Suggesting that the teachers' antenarratives mediated their pursuit of imagined identities, I relied on my experience of constructing the cases as stories as much as I did on the cases themselves. This experience proved to me that the story structure, with all the possibilities that it offers, is at the same time very rigid. It is much easier to describe equilibriums than to connect them. Connecting equilibriums, when done properly, looks natural and straightforward. However, it is not so. The "and then" within the story structure resembles moves within an argument. It does not permit gaps. Such gaps, if present, become very noticeable, and the story falls apart. The connections established through "and then" within a personal narrative also need to be in line with the worldview and practiced identity. Otherwise, the story appears as inconsistent, or badly told. I considered imagining an identity to be akin to describing equilibrium and saw fewer constraints to it.

10.13 Further insights about professional development in TESOL

Looking at the cases of the four teachers through the prism of the conceptualization allowed me to make some further observations about professional development in TESOL. Here are they.

10.13.1 Blurred boundaries of a professional development course and an intricate interplay between professional development and doing a course

Upon closer look at the four cases through the prism of the conceptualization, it is possible to notice how varied the teachers' experiences that contributed to their professional development were. It is also clearly visible that not all of these experiences were grounded in the

teachers' engagement with the content of the programme. This is particularly the case for Fatima and Zulkani:

- Fatima: For Fatima, communicating with new people in a new to her environment proved to be important. It was what helped her to realize that motivation was not a constant and could be increased through amendment of teaching practice, which then led to her developing a new professional identity of an educational leader in her context.

- Zulkani: For Zulkani's professional development, attending the IATEFL conference, and seeing the presenters turned out to be an important experience. It inspired him to become an educational leader in his context and be like the presenters, prompting him to develop a new professional identity.

Yet, these experiences appear somewhat connected to doing the programme:

- Fatima: It was by virtue of becoming a master's student that Fatima got a chance to communicate with new people in new to her environment. Had she not enrolled into the MA TESOL programme, it seems unlikely that she would have come to Manchester and had this experience.

- Zulkani: It seems to be unlikely that Zulkani would have attended the IATEFL conference, had he not been in Manchester and considered that he needed to learn as much as he could about educational technology. It was in its turn because he had won a scholarship to do the MA TESOL programme that he was in Manchester and was interested in learning about educational technology.

This then raises a question of whether these experiences should be considered to be a part of doing the MA TESOL programme. This question further reveals the blurred nature of boundaries of a professional

development course. What is a professional development course? Is it the content to be engaged with? Is it the experience of engaging with this content? Or is it all the experience spawned by enrolment into the course? I believe there are many different ways that these questions can be answered. Furthermore, if the question is answered restrictively – that is as a content to be engaged with – then an intricate interplay between professional development and doing a professional development course emerges. From this perspective and in light of the cases of the four teachers, doing a course appears to be only a small fraction in professional development as a process.

10.13.2 The challenging context of professional development in TESOL

Upon closer look at the teachers' imagined identities and antenarratives, it is difficult not to notice how instrumental doing the MA TESOL programme was for them, at least in the beginning:

- Beatrice: For Beatrice, the MA TESOL was a chance to renegotiate how she was treated as a professional. She considered that if she could put a master's certificate next to what she would say, what she would say would be more respected.

- David: For David, the MA TESOL was a chance to increase his earnings. He considered that with a master's degree, he would be paid more.

- Fatima: Fatima, while seeing the MA TESOL as an opportunity to develop her skills, also considered it a chance to further her career within the sector of tertiary education in her home country. She saw it as a first step towards obtaining a PhD and considered the PhD to be a qualification that could make her one of the *"rare people"* in her country and could allow her to get a *"higher"* position and salary.

- Zulkani: For Zulkani, doing a master's degree was initially about satisfying the minimum requirement for the career of his choice.

It is widely known that the sociocultural context has a significant shaping influence on people's identities and the stories they tell (Beauchamp & Thomas 2009; Bruner 1990; McAdams 1993; Polletta 1998; Riessman 2008; Sparkes & Smith 2008; Varghese et al. 2005). If this knowledge is projected onto imagined identities and antenarratives, then the teachers' imagined identities and antenarratives could be seen as reflecting the sociocultural context that spawned them. It can then be considered that instrumentalism in the teachers' imagined identities and antenarratives might not be specific to the four teachers but rather be indicative of the surrounding sociocultural context. If so, the teachers' imagined identities and antenarratives could be seen as highlighting how challenging, at least from the perspective of teacher educators and scholars in TESOL, the context of professional development is. Instrumentalism is at odds with the current scholarly discussion in second language teacher education that promotes teacher-driven ongoing development somewhat devoid of external incentive (Borg 2006; Crandall 2000; Johnson 2006; Mann 2005; Richards 2008; Tsui 2011; Velez-Rendon 2000; Wright 2010).

Here are, however, some questions. Firstly, I wonder what impact my choice of term to designate the focus of this research had. While it was their life and development that I asked the teachers about, the teachers did know that what I, in fact, was interested in was professional development. Professional development as a term in its turn is known to be somewhat career-oriented and instrumental (Mann 2005, p.104). I wonder whether it was this rather than the nature of the sociocultural context that made the teachers describe their experience in a way that made their choice to do the MA TESOL programme appear instrumental. If not, then I also wonder whether instrumentalism in the teachers' imagined identities and antenarratives is indicative of challenges surrounding any professional development in TESOL or professional development through obtaining an academic degree. I also wonder how instrumentalism connects with the rise of neoliberalism and the current trend outside of TESOL of the academization of professional knowledge (Canaan & Shumar 2008; Ergul & Cosar 2017; Shipman &

Shipman 2006). These questions, however, can be answered only speculatively within this research.

My own speculations are that my choice of term did have an influence but not significant enough. It seems to me that instrumentalism would still have been present in how the teachers described their experience even if I had designated the focus differently. It also seems to me that instrumentalism is characteristic more of professional development through an academic degree, though it is not uncommon for other forms of professional development. Finally, I believe that instrumentalism is in itself a result of the rise of neoliberalism and the trend of the academization of professional knowledge. English language teachers are subjects within economic structures in the same way as members of other professions are, and they are not free from trends in labour markets. Neoliberalism as a form of liberalism favouring free-market capitalism challenges workers to upgrade themselves to stay competitive. Academization of professional knowledge in its turn suggests that the way to do so is through obtaining an academic degree (Canaan & Shumar 2008; Ergul & Cosar 2017; Shipman & Shipman 2006).

10.13.3 An interesting link worth exploring between what imagined identity is pursued and which teacher beliefs change

There seems to be an interesting link worth exploring between what imagined identity is pursued and which teacher beliefs change. On the one hand, the cases of the four teachers seem to suggest that teacher beliefs that are implicated in the imagined identity being pursued are less likely to change:

- Beatrice: While pursuing the imagined identity of an English language teacher who teaches English as a means of communication, Beatrice did not question her belief that a language should be learned as a means of communication, which was key for this imagined identity. Neither did she question other beliefs that were associated with it. These are the beliefs that speaking is a key skill for

227

communication, that speaking as a skill is developed through practice, and that a teacher needs to provide opportunities for practice. The beliefs that changed were mainly the ones that concerned how exactly she would find a way to teach English as a means of communication. For example, she realized that she could collaborate with her learners and colleagues.

- David: David's imagined identity was not directly concerned with English language teaching. Therefore, it is difficult to speak of any teacher beliefs implicated in it.

- Fatima: While pursuing the imagined identity of an educational leader, Fatima did not question her belief that *"rules and guidelines"* were key for how education was delivered within each individual classroom, which was key for this imagined identity. The beliefs that changed were mainly the ones that concerned what exactly the *"rules and guidelines"* needed to be for education in her home country to be improved. For example, she realized that classes needed to be made smaller in size and that assessment practices needed to be altered.

- Zulkani: While pursuing the imagined identity of an expert in educational technology, Zulkani never questioned his belief that the future of education was in more widespread use of educational technology, which was key for this imagined identity. The beliefs that changed were the ones that concerned what exactly he could do with educational technology. For example, he got a sense that certain applications were going to be more suitable for his context and that it might be useful to publicize his new ideas among other teachers in his geographical area.

On the other hand, there were instances when teacher beliefs, which were implicated in the imagined identity, changed. The most notable example is in the case of Fatima. Thinking about improving education in her country and imagining herself as an educational leader, Fatima initially focused mainly on motivation in learners and how to increase it. By the end of the

programme, her focus shifted to development of critical thinking skills, which indicates a shift in her teacher beliefs. Apparently, she no longer considered that lack of motivation in learners was the biggest problem for education. She started to consider that it was more important to ensure that learners developed critical thinking skills. Both of these beliefs were implicated in Fatima's imagined identity of an educational leader and changed while she pursued it. Yet, upon a closer look, it is possible to notice that this change occurred when Fatima's focus shifted away from this imagined identity for sometime. Therefore, even this example seems to confirm that teacher beliefs, which are implicated in the imagined identity being pursued, are less likely to change.

10.13.4 Big impact of small changes

Many of the changes that occurred to the four teachers were rather small:

- Beatrice: Beatrice only realized that there was more to what she could do as an English language teacher to make her voice heard.

- David: David only realized that he did enjoy English language teaching and that as a career path it suited him well.

- Fatima: Fatima only realized that motivation was not a constant and that it could be increased through a change to teaching practice.

- Zulkani: Zulkani only realized that the MA TESOL could help him to become not only a lecturer but also an expert in educational technology and that his expertise, if he indeed developed it, could be highly valued in his context.

These changes, however, had a big impact on the teachers, their ongoing experience, and professional development, which is particularly visible when the four cases are examined through the prism of the conceptualization. The changes reshaped the teachers' imagined identities and antenarratives, influencing further their experience and opening up

opportunities for more changes to their professional identity and teacher beliefs:

- Beatrice: Beatrice was able to envision herself going back to teaching in the public sector of education in her home country and allocated time for preparing for the state examination she needed to pass for this purpose. She had to discard her plan of taking the exam in light of personal circumstances. However, it is easy to imagine what a significant impact taking the exam and returning to teaching in the public sector could have had on Beatrice's experience and subsequently her professional identity and teacher beliefs had she proceeded with it.

- David: David's interest in English language teaching got re-ignited and, despite being on the verge of quitting teaching, he started to plan how he would continue his development as a teacher. It is not known whether he implemented his plan, but if he did, it is easy to imagine that this could lead to more changes to his professional identity and teacher beliefs.

- Fatima: The prospect of doing a master's degree changed its meaning entirely for Fatima. It is easy to imagine how different Fatima's experience could have been had she not focused on how she could improve education in her home country, which was the focus that the realization led her to.

- Zulkani: Throughout the MA TESOL programme, Zulkani focused on learning as much as he could about educational technology. It is easy to imagine how different his experience would have been had his focus been different.

10.13.5 Unpredictability of professional development

It is difficult to resist temptation to say that changes that happened to the four teachers' professional identities and teacher beliefs could have been

predicated. Yet, I believe this temptation is rooted in what is often called "knew-it-all-along" effect, or hindsight blindness, rather than in the cases themselves. "Knew-it-all-along" effect, or hindsight blindness, is a common tendency in people documented by psychologists (e.g. Wood 1978) and discussed by narratologists (e.g. M. Freeman 2009) to think that it was obvious that the past events were going to take place the way they did. It is a tendency to interpret past events as having a higher likelihood of happening than similar events yet to happen. Looking at the cases of the four teachers, especially through the prism of the conceptualization, I find that none of what had happened to the teachers could have been predicted. I can easily see how:

- Beatrice: Beatrice could have found the programme irrelevant and not engaged with it. It then seems unlikely that she would have realized that there was more that she could do as an English language teacher to make her voice heard.

- David: David could have chosen to pursue his interest in motivation, and this could have made his experience as a master's student brighter. He then might not have chosen to return to teaching before finishing the programme and, even if he did, he might not have found it as enjoyable as he did.

- Fatima: Fatima might never have thought that the level of motivation could be changed. She then would not have had the focus she did for her master's studies, and her experience would have undoubtedly been different.

- Zulkani: Zulkani could have thought that all that he needed was a certificate. He then would not have dedicated himself to the extent he did to learning as much as he could about educational technology.

CHAPTER 11: CONCLUSION

The aim of this chapter is to conclude this research. For this purpose, I will, firstly, summarize it and then highlight its contributions, implications for practice, limitations, and questions for further investigation.

11.1 Summary of this research

This research focused on two questions:

- How did professional development happen for the four teachers?

- How can I then conceptualize it to account for the significance of the teachers' goals for it?

Driven by my curiosity, I started this research focusing on the first research question. Informed by the literature in second language teacher education as a field of inquiry, I understood professional development as a change construed broadly to teachers' professional identity and teacher beliefs. I then investigated it by following the teachers through the MA TESOL programme, speaking to them every once in a while about their life and development, and constructing stories about the teachers and their year on this basis. Through this process, I found a lot of resonance between the cases of the four teachers and how professional development in TESOL had been discussed before. I, however, also noticed the significance of the teachers' goals for their professional development, which brought me back to the literature.

I turned to the literature to find out whether the importance of future-directed thoughts for professional development in TESOL had been ever discussed before and, if so, how. To my surprise, I discovered that while it is widely known that future-directed thoughts are central for people and their lives, in second language teacher education as a field of inquiry, this knowledge had been largely neglected. Seeing how important the teachers' goals were for their professional development and not finding a reflection of this in the existing literature, I decided to conceptualize professional

development of the four teachers to include this aspect. I formulated the second research question and then, iterating between the stories, the original data, and the second language teacher education literature, conceptualized professional development of the four teachers as:

- An iterative pursuit of an ever-evolving imagined identity mediated by an antenarrative and shaped by and simultaneously shaping the teachers' current worldviews and identities, of which the teachers' professional identities and teacher beliefs are a part.

Examining the cases of the four teachers then helped me to make some further observations about professional development in TESOL. These observations were that:

- Boundaries of a professional development course are blurred, and there is an intricate interplay between professional development and doing a course;

- The context of professional development in TESOL is challenging as what appears to concern practitioners is at odds with how professional development is discussed in the literature;

- There seems to be an interesting link worth exploring between what imagined identity is pursued and which teacher beliefs change. It seems that teacher beliefs, which are implicated in the imagined identity being pursued, are less likely to change;

- Small changes in how teachers see the world and themselves in it can have a big impact on their experience and subsequently professional development;

- Professional development might be difficult to predict.

This all allowed me to make a number of contributions.

11.2 Contributions

11.2.1 To second language teacher education as a field of inquiry

There are many ways in which this research contributes to second language teacher education as a field of inquiry. Firstly, it tells stories about professional development of four experienced English language teachers taking a master's programme. In so doing, it offers a vivid example of what professional development of experienced teachers taking a course may look like. Similarly, it offers an example of development through a master's degree, which is timely given the rising number and popularity of master's programmes in TESOL. The examples are particularly valuable due to their format. Presented as stories they are not closed-ended (Abbott 2008, p.86). The stories in and of themselves do include a suggestion of what can be learned about professional development. Yet, they permit alternative interpretations, and anyone engaging with them may find more insights than I noticed, pointed out, and discussed within this research. In this sense, the stories are a resource for continuous learning and further research.

The stories are interesting in particular because they emerged out of longitudinal research. They are not the teachers' retrospective accounts of what the master's programme was like for them. Instead, they are stories told on the basis of the teachers' reflections made during the programme. Retrospective accounts, though undoubtedly illuminating in their own way, are vulnerable to memory distortion and re-consideration of the past events in light of new experience. It is common for people to construct stories about the past in a way that fits how they feel and what they think in the present (Riessman 1993, 2008). For the four teachers, this might have meant that they would have not told about something that lost its significance for them by the end of the year had they been asked about their experience after the programme ended. This research, however, allowed me to get much closer to the teachers' experience as they lived it.

This research highlights the significance of teachers' future-directed thoughts for their professional development. In so doing, it contributes to

the re-emerging discussion within second language teacher education as a field of inquiry of how thoughts about the future can affect the process and the outcome of development as a teacher. This research contributes to this discussion by extending it and offering a conceptualization of professional development that accounts for significance of future-directed thoughts for it. Within the conceptualization that this research offers, it also unites two bodies of literature within second language teacher education as a field of inquiry: literature on identity and literature on teacher beliefs. This in its turn helps to ensure that, with the rise in popularity of the concept of identity in research with English language teachers, literature on teacher beliefs is not forgotten. Finally, this research provides more insights about professional development in TESOL.

11.2.2 To possible identities and antenarrative literature

The conceptualization of professional development of the four teachers that was developed within this research is based on the use of the concepts of imagined identity and antenarrative. The use of these concepts within the conceptualization makes a contribution to literature on imagined identities, possible identities, and antenarrative. It shows the relevance of the concepts for the investigation of professional development. This is particularly valuable for antenarrative literature, which, in contrast to the other ones, is relatively new and, as I find, is so far little known beyond organization studies, within which it originated. Moreover, using the two concepts within one conceptualization, this research brings the two bodies of literature together and shows that there can be a connection between them worth developing further.

11.2.3 To narrative inquiry literature

This research discusses and provides an example of narrative analysis of non-narrative data. As mentioned earlier, this is rare, especially for longitudinal interview-based research.

11.2.4 To individuals

In addition to contributing to the literature, this research I believe has made a contribution to the individuals who were involved in it. These are above all the teachers who participated in it. Interviews, especially the ones aiming to generate stories, are known to provide fruitful contexts for reflection (Josselson 2013, pp.13–14), and all the teachers noticed this for the interviews that were conducted with them. Here are a few of the comments that they made:

> *"These interviews <…> I think it's a very good way to reflect". (Beatrice, March 2015, 2PDS)*

> *"Through these interviews I could reflect. <…> They triggered my memory <…> and made me think again about what I did and how I felt". (Zulkani, September 2015, 4NS)*

With reflection being key for professional development, it can be said that this research supported and contributed to the teachers' professional development.

Finally, this research has been very beneficial for me. It allowed me to respond to the curiosity that I started with and enriched my knowledge and understanding of professional development in TESOL. It also broadened my horizons, brought me in touch with new people, and made me move onto a new level as a researcher.

11.3 Implications for practice

This research suggests that what teachers who take a professional development course think about their future is important for how they develop. This conclusion is of direct relevance to the work of teacher educators. It makes it clear that taking into consideration what teachers want to become and how they envision becoming it can be useful for understanding them and their professional development. For teacher

educators specifically, this means that considering imagined identities and antenarratives of those whom they educate could enhance the educators' practice. This could give teacher educators a better sense of what the teachers strive for, allowing the teacher educators to get more attuned to the teachers' interests and needs. Getting attuned to the teachers' interests and needs in its turn could help the teacher educators with making choices with regard to their practice as well as comprehending what is happening in their classrooms.

Furthermore, I believe that considering teachers' imagined identities and antenarratives could be in itself a useful tool for educating teachers and supporting their professional development. Sharing the imagined identities and antenarratives as well as explicating and questioning the assumptions underpinning them could become the experience that would lead to professional development. Articulating what they want to do in the future, why, and what they are doing for this purpose, teachers can clarify it in their mind and notice contradictions, if there are any. They can also consider with the help of teacher educator potential pitfalls, alternative scenarios, and other resources that are available to them but that they may not have thought about before. This can then potentially make the teachers reconsider not only their future but also how they see their work and themselves as teachers in the present. In this way, this could foster changes to the teachers' teacher beliefs and professional identity.

In practice, focus on imagined identities and antenarratives could be integrated into activities which have already been suggested as useful tools for teacher development. This is, for example, reflective writing (e.g. Farrell 2012) and journaling (e.g. Moeller 1996). Setting reflective writing and journaling tasks, teacher educators could prompt teachers to write not only about their past and present but also their future. In particular, the teacher educator could encourage the teachers to write about what they want to do in the future, why, and what they are already doing for this purpose. This could then be used as a starting point for a conversation between the teachers and teacher educator. As part of such a conversation, the teacher

237

educator could ask the teachers to expand on what they have written, ask questions aimed to make the teachers think further, and give suggestions. The teacher educator could also direct the teachers to certain literature that could be useful specifically for their case.

11.4 Limitations

Constructing the cases as stories, while having many advantages, also created a danger for the subsequent discussion of the teachers' professional development to appear as incomplete. This danger is a result of how stories in general are engaged with. As Abbott (2008, p.86) observes:

> *"As readers, we exercise a power over narrative texts that is arguably as great as their power over us. After all, without our willing collaboration, the narrative does not come to life. And the price we exact for this collaboration is that we do not simply absorb the information in the narrative discourse but, almost invariably, we overlook things that are there and put in things that are not there. We* underread *and we* overread*" [emphasis in the original].*

To give a personal example, I have recently read a story about mass shooting in the US[8]. In the story, the narrator confronted the official narrative of the event – that the shooter was a madman – and suggested an alternative one – that the shooter was experiencing psychosis due to antidepressants he was taking. Yet, reading the story, I saw a different potential explanation to what had happened. The shooter was a PhD student, which made me wonder whether it could be that it was the nature of graduate studies that made him go mad and kill innocent people. I envision that similar unexpected interpretations, which I as a narrator neither considered nor intended to suggest, can be made for the stories that I wrote. I, however, do not expect such alternative interpretations to negate mine given the close link I have established between it and the cases.

---

[8] The story is available here: http://www.bbc.co.uk/news/resources/idt-sh/aurora_shooting

11.5 Questions for further research

There are a number of questions that puzzle me in light of this research and its findings. Firstly, upon closer examination of the conceptualization, it is difficult not to notice that there is a strong resonance between it and the story form. The question that then comes to my mind is how this happened. I wonder in particular whether it was a result of the conceptualization being developed on the basis of the cases about professional development that were in themselves constructed as stories. Going back to the data, I can see the conceptualization working for them in the same way as it does for the cases. Was it then that constructing the cases as stories helped to surface what was already present in them? Were the data then, in fact, narrative even though I thought they were not? Can it be that the teachers did, in fact, tell stories, but the stories that they told just did not fit my definition of what a story is? Can it be that the distinction between narrative and non-narrative discourse forms is non-binary? What then is it like?

Secondly, I am intrigued by how purposeful the four teachers appear to have been. I wonder whether they indeed were so purposeful in their day-to-day life or whether they felt pressured to describe their experience in a way that made it appear anchored by a purpose. Maslow (1970, p.62) noticed that Western culture is dominated by "pragmatic spirit, which stresses work, struggle and striving, soberness and earnestness, and, above all, purposefulness". He further pointed out that within this culture only actions driven by a purpose are considered to be of value and worth talking about. Could it be that such a pragmatic spirit is characteristic of today's world more generally? Could it be that that there was more to the teachers' lives but, with the pragmatic spirit dominating the world, they did not feel they could talk about their experience in any other way than driven by their purposes?

Finally, I wonder how purposefulness connects with the use of story form for making meaning of experience. As Polkinghorne (1995, p.8) says:

> *"Stories express a kind of knowledge that uniquely describes human*

experience in which actions and happenings contribute positively and negatively to attaining goals and fulfilling purposes."

Looking beyond the cases of the four teachers, I wonder whether we tell stories in this way because there is a pragmatic spirit dominating the world or whether the spirit, if it indeed dominates the world, is a result of how we tell stories. Being interested myself in all of these questions, I believe they will also benefit from other researchers' attention.

11.6 Final words

I have now reached the end of the journey that this exploration was. I, however, must admit that the end feels like a new beginning. The exploration, having answered the question that drove it, made me feel even more curious than I was before. The questions that it raised intrigue me, and with them buzzing in my mind, I hope to continue doing research to answer at least some of them. Before I move on to my next project, however, I would like to thank again those who made this one possible (I already did in the acknowledgements section). These are, firstly, the teachers who allowed me into their worlds and shared with me their experience. Here I mean not only the four teachers whose cases were presented in this thesis but also the three other ones who participated in this research but whose cases I had to set aside to make the scope of this research manageable. I would also like to thank my supervisors who helped me to navigate the research process and everyone who supported me throughout it. In addition, I would like to express my gratitude to the reader for taking interest in this work. It is heartwarming for me to know that my curiosity and its products are appreciated.

References

Abbott, H.P., 2008. *The Cambridge introduction to narrative* 2nd ed.,
    Cambridge: Cambridge University Press.

Andrews, M., Squire, C. & Tamboukou, M. eds., 2008. *Doing narrative
    research*, London: SAGE Publications Ltd.

Atkinson, R., 2007. The life story interview as a bridge in narrative inquiry.
    In D. J. Clandinin, ed. *Handbook of narrative inquiry*. London: SAGE
    Publications Ltd, pp. 224–245.

Austin, J.T. & Vancouver, J.B., 1996. Goal construct in psychology: Structure,
    process, and content. *Psychological Bulletin*, 120, pp.338–375.

Bai, B., 2014. Enhancing in-service teachers' professional learning through a
    school-based professional development programme in Hong Kong.
    Journal of Education for Teaching, 40(4), pp.434–436.

Bailey, K.M., 1980. An introspective analysis of an individual's language
    learning experience. In R. Scarcella & S. Krashen, eds. *Research in second
    language acquisition: Selected papers of the Los Angeles Second
    Language Research Forum*. Rowley, MA: Newbury House, pp. 58–65.

Bailey, K.M., 1983. Competitiveness and anxiety in adult second language
    learning: Looking at and through the diary studies. In H. W. Selinger &
    M. H. Long, eds. *Classroom oriented research in second language
    acquisition*. Rowley, MA: Newbury House, pp. 67–102.

Bailey, K.M., 1996. The best laid plans: Teachers' in-class decisions to depart
    from their lesson plans. In K. M. Bailey & D. Nunan, eds. *Voices from the
    language classroom*. Cambridge: Cambridge University Press, pp. 15–40.

Bal, M., 1985. *Narratology: Introduction to the theory of narrative*, Toronto:
    University of Toronto Press.

Bamberg, M., 2007. Stories: Big or small - Why do we care? In M. Bamberg,

ed. *Narrative - State of the art*. Amsterdam: John Benjamins Publishing Company, pp. 165–174.

Bamberg, M. & Georgakopoulou, A., 2008. Small stories as a new perspective in narrative and identity analysis. *Text & Talk - An Interdisciplinary Journal of Language, Discourse Communication Studies*, 28(3), pp.377–396.

Barkhuizen, G., 2014. Narrative research in language teaching and learning. *Language Teaching*, 47(4), pp.450–466.

Barr, S. & Clark, M.C., 2012. In pursuit of excellence in teaching: An ESL educator's narrative. *Journal of Educational Change*, 13(1), pp.41–66.

Barthes, R., 1977. *Image music text*, New York: Hill and Wang.

Beauchamp, C. & Thomas, L., 2009. Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 39(2), pp.175–189.

Beijaard, D., Meijer, P.C. & Verloop, N., 2004. Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 20(2), pp.107–128.

Bochner, A.P., 2012. On first-person narrative scholarship: Autoethnography as acts of meaning. *Narrative Inquiry*, 22(1), pp.155–164.

Boje, D.M., 2011a. Introduction to agential antenarratives that shape the future of organizations. In D. M. Boje, ed. *Storytelling and the future of organizations: An antenarrative handbook*. Oxon: Routledge, pp. 1–19.

Boje, D.M., 2008. Spin. In D. Barry & H. Hansen, eds. *The SAGE handbook of new approaches in management and organization*. London: SAGE Publications Ltd, pp. 203–212.

Boje, D.M. ed., 2011b. *Storytelling and the future of organizations: An antenarrative handbook*, Oxon: Routledge.

Borg, S., 2006. *Teacher cognition and language education: Research and practice*, London: Continuum.

Borg, S., 2015. *Teacher cognition and language education: Research and practice* 2nd ed., London: Bloomsbury Academy.

Borg, S., 2003. Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), pp.81–109.

Borg, S., 2011. The impact of in-service teacher education on language teachers' beliefs. *System*, 39(3), pp.370–380.

Bruner, J., 1990. *Acts of meaning*, Cambridge, MA: Harvard University Press.

Bruner, J., 1986. *Actual minds, possible worlds*, Cambridge, MA: Harvard University Press.

Bruner, J., 2002. *Making stories: Law, literature, life*, New York: Farrar, Strauss and Giroux.

Burns, A., 1996. Starting all over again: From teaching adults to teaching beginners. In D. Freeman & J. C. Richards, eds. *Teacher learning in language teaching*. Cambridge: Cambridge University Press, pp. 154–177.

Burns, A., Freeman, D. & Edwards, E., 2015. Theorizing and studying the language-teaching mind: Mapping research on language teacher cognition. *The Modern Language Journal*, 99(3), pp.585–601.

Burton, J., 2009. Reflective practice. In A. Burns & J. C. Richards, eds. *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press, pp. 298–307.

Bybee, J. et al., 1997. The fantasy, ideal, and ought selves: Content relationships to mental health, and functions. *Social Cognition*, 15(1), pp.37–53.

Camilla, V. & Donna, S., 2009. The role of pragmatics in the master's TESOL curriculum: Findings from a nationwide survey. *TESOL Quarterly*, 43(1), pp.5–28.

Canaan, J.E. & Shumar, W. eds., 2008. *Structure and agency in the neoliberal university*, London: Routledge.

Canagarajah, S., 2006. TESOL at forty: What are the issues? *TESOL Quarterly*, 40(1), pp.9–34.

Carr, D., 1986. *Time, narrative, and history*, Bloomington, IN: Indiana University Press.

Chafe, W., 1994. *Discourse, consciousness, and time: The flow and displacement of conscious experience in speaking and writing*, Chicago: Chicago University Press.

Chase, S.E., 2005. Narrative inquiry: Multiple lenses, approaches, voices. In N. K. Denzin & Y. S. Lincoln, eds. *The SAGE handbook of qualitative research*. London: SAGE Publications Ltd, pp. 651–680.

Chase, S.E., 2011. Narrative inquiry: Still a field in the making. In N. K. Denzin & Y. S. Lincoln, eds. *The SAGE handbook of qualitative research*. London: SAGE Publications Ltd, pp. 421–434.

Chatman, S., 1980. *Story and discourse: Narrative structure in fiction and film*, Ithaca and London: Cornell University Press.

Chatman, S., 1981. What novels can do that films can't (and vice versa). In J. T. Mitchell, ed. *On narrative*. Chicago: University of Chicago Press, pp. 117–136.

Chen, W.-C., 2012. Professional growth during cyber collaboration between pre-service and in-service teachers. *Teaching and Teacher Education*, 28(2), pp.218–228.

Childs, S.S., 2011. "Seeing" L2 teacher learning: The power of context on

conceptualizing of teaching. In K. Johnson & P. R. Golombek, eds. *Research on second language teacher education: A sociocultural perspective on professional development.* Routledge, pp. 67–85.

Cho, S., 2013. Disciplinary enculturation experiences of three Korean students in US-based MATESOL programs. *Journal of Language, Identity & Education*, 12(2), pp.136–151.

Chubbuck, S.M. et al., 2001. Playing it safe as a novice teacher: Impplications for programs for new teachers. *Journal of Teacher Education*, 52(5), pp.365–376.

Clandinin, D.J. et al., 2016. *Engaging in narrative inquiries with children and youth*, London: Routledge.

Clandinin, D.J. & Connelly, F.M., 2000. *Narrative inquiry: Experience and story in qualitative research*, San Francisco, CA: Jossey Bass.

Clandinin, D.J. & Rosiek, J., 2007. Mapping a landscape of narrative inquiry: Borderland spaces and tensions. In D. J. Clandinin, ed. *Handbook of narrative inquiry: Mapping a methodology.* London: SAGE, pp. 35–75.

Cole, A.L. & Knowles, G.J., 1993. Shattered images: Understanding expectations and realities of field experience. *Teaching and Teacher Education*, 9(5), pp.457–471.

Colliander, H., 2018. The experienced newcomer - The (trans)forming of professional teacher identity in a new landscape of practices. *Teaching and Teacher Education*, 69, pp.168–176.

Connelly, F.M. & Clandinin, D.J., 1990. Stories of experience and narrative inquiry. *Educational Researcher*, 19(5), pp.2–14.

Conway, P.F., 2001. Anticipatory reflection while learning to teach: From a temporally truncated to a temporally distributed model of reflection in teacher education. *Teaching and Teacher Education*, 17(1), pp.89–106.

Copland, F. et al., 2017. ELT master's courses in the UK: Students' expectations and experiences. *ELT Research Papers*, 17(4).

Crandall, J., 2000. Language teacher education. *Annual Review of Applied Linguistics*, 20, pp.34–55.

Crotty, M., 1998. *The foundations of social research: Meaning and perspective in the research process*, London: SAGE Publications Ltd.

Culler, J., 2002. *The pursuit of signs: Semiotics, literature, deconstruction*, Ithaca, NY: Cornell University Press.

Czarniawska, B., 1997. *A narrative approach to organization studies*, London: SAGE Publications Ltd.

Czarniawska, B., 2004. *Narrative in social science research*, London: SAGE Publications Ltd.

Daiute, C. & Lightfoot, C. eds., 2004. *Narrative analysis: Studying the development of individuals in society*, London: SAGE Publications Ltd.

Dayoub, R. & Bashiruddin, A., 2012. Exploring English-language teachers' professional development in developing countries: Cases from Syria and Pakistan. *Professional Development in Education*, 38(4), pp.589–611.

Deakin, H. & Wakefield, K., 2014. Skype interviewing: Reflections of two PhD researchers. *Qualitative Research*, 14(5), pp.603–616.

Denzin, N.K., 2011. The politics of evidence. In N. K. Denzin & Y. S. Lincoln, eds. *The SAGE handbook of qualitative research*. London: SAGE Publications Ltd, pp. 645–657.

Derrida, J., 1977. *On grammatology*, Baltimore: John Hopkins University Press.

Desimone, L.M., 2009. Improving impact studies of teachers' professional development: Toward better conceptualizations and measures.

Educational Researcher, 38(3), pp.181–199.

Dewey, J., 1938. *Experience and education*, New York: Collier Books.

Dewey, J., 1958. *Experience and nature*, New York: Dover.

Dewey, J., 1933. *How we think*, New York: Heath.

Dewey, J., 1981a. *The later works, 1924-1953: Vol. 10. Art as experience* J. A. Boydston, ed., Carbondale: Southern Illinois University Press.

Dewey, J., 1981b. *The later works, 1924-1953: Vol. 4. The quest for certainty: A study of the relation of knowledge and action* J. A. Boydston, ed., Carbondale: Southern Illinois University Press.

Dewey, J., 1981c. *The later works, 1925-1953: Vol. 1. Experience and nature* J. A. Boydston, ed., Carbondale: Southern Illinois University Press.

Dewey, J., 1976. *The middle works, 1899-1924: Vol. 10 Journal articles, essays, and miscellany published in the 1916-1917 period* J. A. Boydston, ed., Carbondale: Southern Illinois University Press.

Duncombe, J. & Jessop, J., 2012. "Doing rapport" and the ethics of "faking frinedship." In T. Miller et al., eds. *Ethics in qualitative research*. London: SAGE Publications Ltd, pp. 108–121.

Edge, J., 1992. Co-operative development. *ELT Journal*, 46(1), pp.62–70.

Edge, J., 2002. *Continuing cooperative development: A discourse framework for individuals as colleagues*, Ann Arbor: The University of Michigan Press.

Elliot, A.J. & Fryer, J.W., 2008. The goal construct in psychology. In J. Y. Shah & W. L. Gardner, eds. *Handbook of motivation science*. New York: Guilford, pp. 235–250.

Elliot, J., 2005. *Using narrative in social research: Qualitative and quantitative approaches*, London: SAGE Publications Ltd.

Elwood, S.A. & Martin, D.G., 2000. "Placing" interviews: Location and scales of power in qualitative research. *Professional Geographers*, 52(4), pp.649–657.

Emerson, R.M., Fretz, R.I. & Shaw, L.L., 2011. *Writing ethnographic fieldnotes* 2nd ed., Chicago: The University of Chicago Press.

Ergul, H. & Cosar, S. eds., 2017. *Universities in the neoliberal era: Academic cultures and critical perspectives*, London: Palgrave Macmillan.

Farrell, T.S.C., 2009. Critical reflection in a TESL course: Mapping conceptual change. *ELT Journal*, 63(3), pp.221–229.

Farrell, T.S.C., 2007. *Reflective language teaching: From research to practice*, London: Continuum.

Farrell, T.S.C., 2012. *Reflective writing for language teachers*, Sheffield: Equinox Publishing.

Farrell, T.S.C., 1999. The reflective assignment: Unlocking preservice teachers' beliefs on grammar teaching. *RELC Journal*, 30(2), pp.1–17.

Finlay, L., 2003. The reflexive journey: Mapping multiple routes. In L. Finlay & B. Gough, eds. *Reflexivity: A practical guide for researchers in health and social sciences*. Oxford: Blackwell Publishing, pp. 3–20.

Foucault, M., 1972. *The archaelogy of knowledge*, London: Routledge.

Frankl, V., 1984. *Man's search for meaning*, New York: Simon & Schuster.

Freeman, D., 1996. Renaming experience/ reconstructing practice: Developing new understandings of teaching. In D. Freeman & J. C. Richards, eds. *Teacher learning in language teaching*. Cambridge: Cambridge University Press, pp. 221–241.

Freeman, D., 1989. Teacher training, development, and decision making: A model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), pp.27–45.

Freeman, D., 2002. The hidden side of the work: Teacher knowledge and learning to teach. A perspective from north American educational research on teacher education in English language teaching. *Language Teaching*, 35(1), pp.1–13.

Freeman, D., 2009. The scope of second language teacher education. In A. Burns & J. C. Richards, eds. *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press, pp. 11–19.

Freeman, D. & Johnson, K.E., 1998. Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly*, 32(3), pp.397–417.

Freeman, M., 2009. *Hindsight: The promise and peril of looking backward*, Oxford: Oxford University Press.

Gee, J.P., 2011. *An introduction to discourse analysis: Theory and method* 3rd ed., Oxon: Routledge.

Genette, G., 1980. *Narrative discourse*, Oxford: Blackwell Publishing.

Georgakopoulou, A., 2007. Thinking big with small stories in narrative and identity analysis. In M. Bamberg, ed. *Narrative - State of the art*. Amsterdam: John Benjamins Publishing Company, pp. 145–154.

Gibbs, G., 2007. *Analyzing qualitative data*, London: SAGE Publications Ltd.

Goddard, J.T. & Foster, R.Y., 2001. The experiences of neophyte teachers: A critical constructivist assessment. *Teaching and Teacher Education*, 17(3), pp.349–365.

Golombek, P.R. & Johnson, K.E., 2004. Narrative inquiry as a mediational space: Examining emotional and cognitive dissonance in second-language teachers' development. *Teachers and Teaching: Theory and Practice*, 10(3), pp.307–327.

Golombek, P.R. & Jordan, S.R., 2005. Becoming "black lambs" not "parrots": A poststructuralist orientation to intelligibility and identity. *TESOL*

Quarterly, 39(3), pp.513–533.

Goodman, J., 1988. Constructing a practical philosophy of teaching: A study of preservice teachers' professional perspectives. *Teaching and Teacher Education*, 4(2), pp.121–137.

Govardhan, A., Nayar, B. & Sheorey, R., 1999. Do US MATESOL programs prepare students to teach abroad? *TESOL Quarterly*, 33(1), pp.114–125.

Graves, K., 2009. The curriculum of second language teacher education. In A. Burns & J. C. Richards, eds. *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press, pp. 115–124.

Guba, E.G. & Lincoln, Y.S., 2005. Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin & Y. S. Lincoln, eds. *The SAGE handbook of qualitative research*. London: SAGE Publications Ltd, pp. 191–215.

Gubrium, J.F. & Holstein, J.A., 2009. *Analyzing narrative reality*, London: SAGE Publications Ltd.

Guskey, T.R., 2002. Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), pp.381–391.

Hamman, D. et al., 2013. Teacher possible selves: How thinking about the future contributes to the formation of professional identity. *Self and Identity*, 12(3), pp.1–30.

Hart, C., 2001. *Doing a literature search: A comprehensive guide for the social sciences*, London: SAGE Publications Ltd.

Havinghurst, R., Robinson, M. & Dorr, M., 1946. The development of the ideal self in childhood and adolescence. *The Journal of Educational Research*, 40(4), pp.241–257.

Hayes, D., 2010. Duty and service: Life and career of a Tamil teacher of

English in Sri Lanka. *TESOL Quarterly*, 44(1), pp.58–83.

He, Y. & Prater, K., 2014. Writing together, learning together: Teacher development through community service learning. *Teachers and Teaching: Theory and Practice*, 20(1), pp.32–44.

He, Y., Prater, K. & Steed, T., 2011. Moving beyond "just good teaching": ESL professional development for all teachers. *Professional Development in Education*, 37(1), pp.7–18.

Higgins, E.T., 1987. Self-discrepancy: A theory relating self and affect. *Psychological Review*, 94(1), pp.319–340.

Higgins, E.T., Klein, R. & Strauman, T., 1985. Self-concept discrepancy theory: A psychological model for distinguishing among different aspects of depression and anxiety. *Social Cognition*, 3, pp.51–76.

Hinchman, L. & Hinchman, S. eds., 1997. *Memory, identity, community: The idea of narrative in human sciences*, Albany, NY: State University of New York Press.

Hiver, P., 2013. The interplay of possible language teacher selves in professional development choices. *Language Teaching Research*, 17(2), pp.210–227.

Holliday, A., 2005. *The struggle to teach English as an international language*, Oxford: Oxford University Press.

Howatt, A.P.R. & Widdowson, H.G., 2004. *A history of ELT* 2nd ed., Oxford: Oxford University Press.

Hughes, H. & Bruce, C.S., 2013. International students' experiences of informed learning: A pedagogical case study. *International Journal of Pedagogies and Learning*, 8(2), pp.106–119.

Jalongo, M.R., Isenberg, J.P. & Gerbracht, G., 1995. *Teachers' stories: From personal narrative to professional insight*, San Francisco: Jossey Bass.

Johnson, K.E., 2009a. *Second language teacherer education: A sociocultural perspective*, Oxon: Routledge.

Johnson, K.E., 1994. The emerging beliefs and instructional practices of preservice English as a second language teachers. *Teaching and Teacher Education*, 10(4), pp.439–452.

Johnson, K.E., 2006. The sociocultural turn and its challenges for second language teacher education. *TESOL Quarterly*, 40(1), pp.235–257.

Johnson, K.E., 1996. The vision versus the reality: The tensions of the TESOL practicum. In D. Freeman & J. C. Richards, eds. *Teacher learning in language teaching*. Cambridge: Cambridge University Press, pp. 30–49.

Johnson, K.E., 2009b. Trends in second language teacher education. In A. Burns & J. C. Richards, eds. *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press, pp. 20–29.

Johnson, K.E. & Golombek, P.R., 2011a. A sociocultural theoretical perspective on teacher professional development. In K. E. Johnson & P. R. Golombek, eds. *Research in second language teacher education: A sociocultural perspective on professional development*. Oxon: Routledge, pp. 1–12.

Johnson, K.E. & Golombek, P.R., 2003. "Seeing" teacher learning. *TESOL Quarterly*, 37(4), pp.729–737.

Johnson, K.E. & Golombek, P.R., 2011b. The transformative power of narrative in second language teacher education. *TESOL Quarterly*, 45(3), pp.486–509.

Josselson, R., 2013. *Interviewing for qualitative inquiry: A relational approach*, London: The Guilford Press.

Josselson, R., 2007. The ethical attitude in narrative research. In D. J. Clandinin, ed. *Handbook of narrative inquiry*. Thousand Oaks: SAGE Publications Ltd, pp. 537–566.

Kalaja, P., 2015. "Dreaming is believing": The teaching of foreign languages as envisioned by student teachers. In P. Kalaja, A. M. F. Barcelos, & M. Ruohotie-Lynthy, eds. *Beliefs, agency and identity in foreign language learning and teaching*. New York: Palgrave Macmillan, pp. 124–146.

Kanno, Y. & Norton, B., 2003. Imagined communities and educational possibilities: Introduction. *Journal of Language, Identity & Education*, 2(4), pp.241–249.

Kelchtermans, G., 1993a. Getting the story, understanding the lives: From career stories to teachers' professional development. *Teaching and Teacher Education*, 9(5–6), pp.443–456.

Kelchtermans, G., 1993b. Teachers and their career story: A biographical perspective on professional development. In C. Day, J. Calderhead, & P. Danicolo, eds. *Research on teacher thinking: Understanding professional development*. Oxon: Routledge, pp. 198–220.

Kirkman, M. et al., 2001. "I know I'm doing a good job": Canonical and autobiographical narratives of teenage mothers. *Culture, Health & Sexuality: An International Journal for Research, Intervention and Care*, 3(3), pp.279–294.

Kong, M., 2014. Shifting sands: A resilient Asian teacher's identity work in Australia. *Asia Pacific Journal of Education*, 34(1), pp.80–92.

Kubanyiova, M., 2009. Possible selves in language teacher development. In Z. Dörnyei & E. Ushioda, eds. *Motivation, language identity and the L2 self*. Bristol: Multilingual Matters, pp. 314–332.

Kubanyiova, M., 2012. *Teacher development in action: Understanding language teachers' conceptual change*, London: Palgrave Macmillan.

Kubanyiova, M., 2015. The role of teachers' future self guides in creating L2 development opportunities in teacher-led classroom discourse: Reclaiming the relevance of language teacher cognition. *The Modern*

Language Journal, 99(3), pp.565–584.

Kumaravadivelu, B., 2006. TESOL methods: Changing tracks, challenging trends. *TESOL Quarterly*, 40(1), pp.59–81.

Kumaravadivelu, B., 1994. The postmethod condition: (E)merging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), pp.27–48.

Kumaravadivelu, B., 2001. Toward a postmethod pedagogy. *TESOL Quarterly*, 35(4), pp.537–560.

Kumazawa, M., 2013. Gaps too large: Four novice EFL teachers' self-concept and motivation. *Teaching and Teacher Education*, 33, pp.45–55.

Kvale, S., 2007. *Doing interviews*, London: SAGE Publications Ltd.

Labov, W., 1972. *Language in the inner city: Studies in the black English vernacular*, Philadelphia: University of Pennsylvania Press.

Labov, W. & Waletzky, J., 1967. Narrative analysis: Oral versions of personal experience. In J. Helm, ed. *Essays on the verbal and visual arts*. Seattle: American Ethnological Society/University of Washington Press, pp. 12–44.

Lacan, J., 1977. *Ecrits*, New York: Norton.

Lamb, M., 1995. The consequences of INSET. *ELT Journal*, 49(1), pp.72–80.

Lamie, J.M., 2004. Presenting a model of change. *Language Teaching Research*, 8(2), pp.115–142.

Lave, J. & Wenger, E., 1991. *Situated theory of learning: Legitimate perephiral particiaption*, Cambridge: Cambridge University Press.

Le, P.T.A. & Vásquez, C., 2011. Feedback in teacher education: Mentor discourse and intern perceptions. *Teacher Development*, 15(4), pp.453–470.

Lee, I., 2013. Becoming a writing teacher: Using "identity" as an analytic lens to understand EFL writing teachers' development. *Journal of Second Language Writing*, 22(3), pp.330–345.

Lee, I., 2010. Writing teacher education and teacher learning: Testimonies of four EFL teachers. *Journal of Second Language Writing*, 19(3), pp.143–157.

Lieblich, A., Tuval-Mashiach, R. & Zilber, T., 1998. *Narrative research: Reading, analysis, and interpretation*, London: SAGE Publications Ltd.

Lin, Z., 2015. In-service professional development in an online environment: What are South Australian English as an additional language or dialect teachers' views? *Professional Development in Education*, 41(3), pp.527–545.

Little, B., 1987. Personal projects and fuzzy selves: Aspects of self-identity in adolescence. In T. Honess & K. Yardley, eds. *Self and identity: Perspectives across lifespan*. London: Routledge and Kegan Paul, pp. 230–245.

Little, B., Salmela-Aro, K. & Phillips, S. eds., 2007. *Personal project pursuit: Goals, actions and human flourishing*, Mahwah, NJ: Erlbaum.

Lortie, D., 1975. *Schoolteacher: A sociological study*, Chicago: University of Chicago Press.

Lutovac, S. & Kaasila, R., 2012. Dialogue between past and future mathematical identities. *Nordic Studies in Mathematics Education*, 17(3–4), pp.125–139.

Lynch, B. & Shaw, P., 2005. Portfolios, power, and ethics. *TESOL Quarterly*, 39(2), pp.263–297.

Lyotard, J.-F., 1984. *The postmodern condition*, Manchester: Manchester University Press.

MA TESOL at the University of Manchester, 2014a. *2014-2015 programme handbook*, Manchester: Manchester Institute of Education.

MA TESOL at the University of Manchester, 2014b. MA TESOL/ Overview [online]. Available at: http://www.manchester.ac.uk/postgraduate/taughtdegrees/courses/atoz/01367/tesol-ma/ [Accessed 14 April 2014].

Mak, B. & Pun, S.H., 2015. Cultivating a teacher community of practice for sustainable professional development: Beyond planned efforts. *Teachers and Teaching: Theory and Practice*, 21(1), pp.4–21.

Van Manen, M., 1995. Epistemology of reflective practice. *Teachers and Teaching: Theory and Practice*, 1(1), pp.33–50.

Mann, S., 2005. The language teacher's development. *Language Teaching*, 38(3), pp.103–118.

Mann, S., 2016. *The research interview: Reflective practice and reflexivity in research processes*, London: Palgrave Macmillan.

Markus, H. & Nurius, P., 1986. Possible selves. *American Psychologist*, 41(9), pp.954–969.

Maslow, A., 1970. *Motivation and personality* 3rd ed., New York: Longman.

McAdams, D.P., 1993. *The stories we live by*, New York: The Guilford Press.

McNeil, L., 2013. Exploring the relationship between situated activity and CALL learning in teacher education. *ReCALL*, 25(2), pp.215–232.

Miles, M.B. & Huberman, A.M., 1994. *Qualitative data analysis: A sourcebook*, Beverly Hills: SAGE Publications Ltd.

Miller, J., 2009. Teacher identity. In A. Burns & J. C. Richards, eds. *The Cambridge guide to second language teacher education*. Cambridge: Cambridge University Press, pp. 172–181.

Miller, T. & Bell, L., 2012. Consenting to what? Issues of access, gate-keeping and "informed" consent. In T. Miller et al., eds. *Ethics in qualitative research*. London: SAGE Publications Ltd, pp. 61–75.

Mishan, F.M., 2011. Whose learning is it anyway ? Problem- based learning in language teacher development. *Innovation in Language Learning and Teaching*, 5(3), pp.253–272.

Mishler, E.G., 2003. Representing discourse: The rhetoric of transcription. In Y. Lincloln, ed. *Turning points in qualitative research: Tying knots in a handkerchief*. Oxford: Altamira Press, pp. 297–326.

Moeller, A.J., 1996. Journaling: A path to reflective teacher development. In Z. Moore, ed. *Foreign language teacher education: Multiple perspectives*. Lanham, MD: University Press of America, pp. 59–74.

Nauman, G., 2011. Synthesizing the academic and the everyday: A Chinese teacher's developing conceptualization of literacy. In K. E. Johnson & P. R. Golombek, eds. *Research in second language teacher education: A sociocultural perspective on professional development*. Oxon: Routledge, pp. 102–117.

Norton, B., 2013. *Identity and language learning: Extending the conversation* 2nd ed., Bristol, UK: Multilingual Matters.

Norton, B., 2000. *Identity and language learning: Gender, ethnicity and educational change*, Essex: Pearson.

Numrich, C., 1996. On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), pp.131–153.

Oettingen, G., Pak, H. & Schnetter, K., 2001. Self-regulation of goal-setting: Turning free fantasies about the future into binding goals. *Journal of Personality and Social Psychology*, 80(7), pp.736–753.

Ogilvie, D.M., 1987. The undesired self: A neglected variable in personality research. *Journal of Personality and Social Psychology*, 52(2), pp.379–

385.

Oxford Dictionaries, 2015. *Oxford Dictionary of English [online]* 3rd ed. A. Stevenson, ed., Oxford: Oxford University Press. Available at: https://en.oxforddictionaries.com/ [Accessed 4 August 2017].

Oyserman, D. & James, L., 2011. Possible identities. In S. J. Schwartz, K. Luyckx, & V. L. Vignoles, eds. *Handbook of identity theory and research*. London: Springer, pp. 117–145.

Park, G., 2013. Situating the discourses of privilege and marginalization in the lives of two East Asian women teachers of English. *Race Ethnicity and Education*, pp.1–26.

Peacock, M., 2001. Pre-service ESL teachers' beliefs about second language learning: A longitudinal study. *System*, 29(2), pp.177–195.

Peirce, B.N., 1995. Social identity, investment, and language learning. *TESOL Quarterly*, 29(1), pp.9–31.

Pervin, L.A., 2015. Goal concepts in personality and social psychology: A historical introduction. In L. A. Pervin, ed. *Goal concepts in personality and social psychology*. London: Psychology Press, pp. 1–17.

Phipps, S., 2010. *Language teacher education, beliefs and classroom practices: A case study of the development of in-service language teachers' grammar teaching beliefs and practices*, Saarbrucken: Lap Lambert Academic.

Pier, J. & Landa, J.A.G. eds., 2008. *Theorizing narrativity*, Berlin: Walter de Gruyter GmbH & Co.

Pinnegar, S. & Daynes, J.G., 2007. Locating narrative inquiry historically: Thematics in the turn to narrative. In D. J. Clandinin, ed. *Handbook of narrative inquiry: Mapping a methodology*. London: SAGE Publications Ltd, pp. 1–34.

Polkinghorne, D.E., 1995. Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1), pp.5–23.

Polkinghorne, D.E., 1988. *Narrative knowing and the human sciences*, Albany, NY: State University of New York Press.

Polletta, F., 1998. Contending stories: Narrative in social movement. *Qualitative Sociology*, 21(4), pp.419–446.

Prabhu, N.S., 1990. There is no best method - Why? *TESOL Quarterly*, 24(2), pp.161–176.

Prince, G., 1987. *A dictionary of narratology*, Lincoln: University of Nebraska Press.

Richards, J.C., 1998. *Beyond training*, Cambridge: Cambridge University Press.

Richards, J.C., 2008. Second language teacher education today. *RELC Journal*, 39(2), pp.158–177.

Richards, J.C., 1996. Teachers' maxims in language teaching. *TESOL Quarterly*, 30(2), pp.281–296.

Richards, J.C., Ho, B. & Giblin, K., 1996. Learning how to teach in the RSA Cert. In D. Freeman & J. C. Richards, eds. *Teacher learning in language teaching*. Cambridge: Cambridge University Press, pp. 242–259.

Richards, J.C. & Nunan, D. eds., 1990. *Second language teacher education*, Cambridge: Cambridge University Press.

Richardson, V. et al., 1991. The relationship between teachers' beliefs and practices in reading comprehension instruction. *American Educational Research Journal*, 28(3), pp.559–586.

Ricoeur, P., 1984. *Time and narrative: Volume I*, Chicago: University of Chicago Press.

Riessman, C.K., 1993. *Narrative analysis*, London: SAGE Publications Ltd.

Riessman, C.K., 2008. *Narrative methods for the human sciences*, London: SAGE Publications Ltd.

Riessman, C.K. & Speedy, J., 2007. Narrative inquiry in the psychotherapy professions: A critical review. In D. J. Clandinin, ed. *Handbook of narrative inquiry*. London: SAGE Publications Ltd, pp. 426–456.

Robinson, J.A. & Hawpe, L., 1986. Narrative thinking as a heuristic process. In T. R. Sarbin, ed. *Narrative psychology*. New York: Praeger, pp. 111–125.

Robson, C., 2011. *Real world research* 3rd ed., Chichester: John Wiley and Sons Ltd.

Rogerson-Revell, P., Nie, M. & Armellini, A., 2012. An evaluation of the use of voice boards, e-book readers and virtual worlds in a postgraduate distance learning applied linguistics and TESOL programme. *Open Learning: The Journal of Open, Distance and e-Learning*, 27(2), pp.103–119.

Ronfeldt, M. & Grossman, P., 2008. Becoming a professional: Experimenting with possible selves in professional preparation. *Teacher Education Quarterly*, 35(3), pp.41–60.

Ryan, M.-L., 1993. Narrative in real time : Chronicle , narrative mimesis and plot in the baseball broadcast. *Narrative*, 1(2), pp.138–155.

Saldana, J., 2003. *Longitudinal qualitative research: Analyzing change through time*, Walnut Creek, CA: Altamira Press.

Salmon, P. & Riessman, C.K., 2008. Looking back on narrative research: An exchange. In M. Andrews, C. Squire, & M. Tamboukou, eds. *Doing narrative research*. London: SAGE Publications Ltd, pp. 78–85.

Sarbin, T.R. ed., 1986. *Narrative psychology: The storied nature of human*

conduct, New York: Praeger.

Schmidt, R.W., 1983. Interaction, acculturation, and the acquisition of communicative competence: A case study of an adult. In N. Wolfson & E. Judd, eds. *Sociolinguistics and language acquisition*. Rowley, MA: Newbury House, pp. 137–174.

Schön, D.A., 1987. *Educating the reflective practitioner: Toward a new design for teaching and learning in the profession*, San Francisco: Jossey Bass.

Schön, D.A., 1983. *The reflective practitioner: How professionals think in action*, London: Maurice Temple Smith Ltd.

Schumann, F.E. & Schumann, J.H., 1977. Diary of a language learner: An introspective study of second language learning. In H. D. Brown, R. H. Crymes, & C. A. Yorio, eds. *On TESOL '77: Teaching and learning English as a second language: Trends in research and practice.* Washington, D. C.: TESOL, pp. 241–249.

Schwartz, S.J., Luyckx, K. & Vignoles, V.L. eds., 2011. *Handbook of identity theory and research*, New York: Springer.

Sconiers, Z.D. & Rosiek, J., 2000. Historical perspective as an important element of teachers' knowledge: A sonata-form case study of equity issues in a chemistry classroom. *Harvard Educational Review*, 70(3), pp.370–404.

Shipman, A. & Shipman, M., 2006. *Knowledge monopolies: The academisation of society*, Exeter: Societas Imprint Academic.

Simon-Maeda, A., 2004. The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly*, 38(3), pp.405–436.

Singh, G. & Richards, J.C., 2006. Teaching and learning in the language teacher education course room: A critical sociocultural perspective. *RELC Journal*, 37(2), pp.149–175.

Slaouti, D. & Motteram, G., 2006. Reconstructing practice: Language teacher education and ICT. In P. Hubbard & M. Levy, eds. *Teacher education in CALL*. Amsterdam: John Benjamins Publishing Company, pp. 83–97.

Sparkes, A.C. & Smith, B., 2008. Narrative constructionist inquiry. In J. A. Holstein & J. F. Gubrium, eds. *Handbook of constructionist research*. London: The Guilford Press, pp. 295–314.

Stake, R.E., 2000. Case studies. In N. K. Denzin & Y. S. Lincoln, eds. *Handbook of qualitative research*. London: Sage Publications, Inc, pp. 435–454.

Stake, R.E., 1995. *The art of case study research*, London: SAGE Publications Ltd.

Stein, N.L. & Albro, E.R., 1997. Building complexity and coherence: Children's use of goal-structured knowledge in telling stories. In M. Bamberg, ed. *Narrative development: Six approaches*. London: Routledge, pp. 5–43.

Stelma, J.H. & Cameron, L.J., 2007. Intonation units in spoken interaction: Developing transcription skills. *Text & Talk*, 27(3), pp.361–393.

Stokoe, E. & Edwards, D., 2007. Story formulations in talk-in-interaction. In M. Bamberg, ed. *Narrative - State of the art*. Amsterdam: John Benjamins Publishing Company, pp. 69–79.

Sun, Y.C. & Chang, Y.J., 2012. Blogging to learn: Becoming EFL academic writers through collaborative dialogues. *Language Learning and Technology*, 16(1), pp.43–61.

Tabachnick, B.R. & Zeichner, K.M., 1984. The impact of the student teaching experience on the development of teacher perspectives. *Journal of Teacher Education*, 35(6), pp.28–36.

Todorov, T., 1990. *Genres in discourse*, Cambridge: Cambridge University Press.

Todorov, T., *The poetics of prose*, Oxford: Blackwell.

Trent, J., 2012. The discursive positioning of teachers: Native-speaking English teachers and educational discourse in Hong Kong. *TESOL Quarterly*, 46(1), pp.104–126.

Tsui, A.B.M., 2007. Complexities of identity formation : A narrative inquiry of an EFL teacher. *TESOL Quarterly*, 41(4), pp.657–680.

Tsui, A.B.M., 2011. Teacher education and teacher development. In E. Hinkel, ed. *Handbook of research in second language teaching and learning*. Oxon: Routledge, pp. 21–39.

Tsui, A.B.M., 2003. *Understanding expertise in teaching: Case studies of second language teachers*, Cambridge: Cambridge University Press.

Urmston, A., 2003. Learning to teach English in Hong Kong: The opinions of teachers in training. *Language and Education*, 17(2), pp.112–137.

Urzua, A. & Vasquez, C., 2008. Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*, 24(7), pp.1935–1946.

Varghese, M. et al., 2005. Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity & Education*, 4(1), pp.21–44.

Velez-Rendon, G., 2000. Second language teacher education: A review of the literature. *Foreign Language Annals*, 35(4), pp.457–467.

Vygotsky, L., 1978. *Mind in society: The development of higher psychological processes*, Cambridge, MA: Harvard University Press.

Vygotsky, L., 1986. *Thoughts and language*, Cambridge, MA: MIT Press.

Wallace, M.J., 1991. *Training foreign language teachers: A reflective approach*, Cambridge: Cambridge University Press.

Webster-Wright, A., 2009. Reframing professional development through understanding authentic professional learning. *Review of Educational*

Research, 79(2), pp.702–739.

Wells, K., 2011. *Narrative inquiry*, Oxford: Oxford University Press.

Wenger, E., 1998. *Communities of practice: Learning, meaning, and identity*, Cambridge: Cambridge University Press.

Wharton, S., 2003. Defining appropriate criteria for the assessment of master's level TESOL assignments. *Assessment & Evaluation in Higher Education*, 28(6), pp.649–664.

White, H., 1987. *The content of the form: Narrative discourse and historical representation*, Baltimore, Mariland: John Hopkins University Press.

Wichadee, S., 2012. Factors related to professional development of English language university teachers in Thailand. *Journal of Education for Teaching: International Research and Pedagogy*, 38(5), pp.615–627.

Widdowson, H.G., 2004. *Text, context, pretext: Critical issues in discourse analysis*, Oxford: Blackwell.

Wilson, G. & Shpall, S., 2016. Action. In E. N. Zalta, ed. *The Stanford encyclopedia of philosophy [online]*. Available at: <https://plato.stanford.edu/archives/win2016/entries/action/> [Accessed 16 April 2017].

Wolf, W., 2008. Chance in fiction as a prividged index of implied worldviews: A contribution to the world-modelling functions of narrative fiction. In J. Pier & J. A. G. Landa, eds. *Theorizing narrativity*. Berlin: Walter de Gruyter GmbH & Co, pp. 165–211.

Wong, R., 2013. The sustainability of change in teacher beliefs and practices as a result of an overseas professional development course. *Journal of Education for Teaching: International Research and Pedagogy*, 39(2), pp.152–168.

Wood, G., 1978. The knew-it-all-along effect. *Journal of Experimental*

Psychology: Human Perception and Performance, 4(2), pp.345–353.

Woodrow, L., 2011. Transnational graduate education in China: Reflections from a longitudinal study. *International Education Journal: Comparative Perspectives*, 10(1), pp.47–60.

Woods, D., 1996. *Teacher cognition in language teaching: Beliefs, decision-making and classroom practice*, Cambridge: Cambridge University Press.

Wright, T., 2010. Second language teacher education: Review of recent research on practice. *Language Teaching*, 43(3), pp.259–296.

Xu, H., 2013. From the imagined to the practiced: A case study on novice EFL teachers' professional identity change in China. *Teaching and Teacher Education*, 31, pp.79–86.

Xu, H., 2012. Imagined community falling apart: A case study on the transformation of professional identities of novice ESOL teachers in China. *TESOL Quarterly*, 46(3), pp.568–578.

Yan, C. & He, C., 2012. "Non-traditional programmes for non-traditional students": Teachers' perceptions of part-time INSET programmes in China. *Teacher Development: An International Journal Of Teachers' Professional Development*, 16(1), pp.111–124.

Yan, C. & He, C., 2015. "Short courses shouldn"t be short-lived!' Enhancing longer-term impact of short English as a foreign language INSET initiatives in China. *Professional Development in Education*, 41(5), pp.759–776.

Yin, R.K., 2003. *Case study research: Designs and methods* 3rd ed., London: SAGE Publications Ltd.

Yuan, R. & Lee, I., 2015. Action research facilitated by university-school collaboration. *ELT Journal*, 69(1), pp.1–10.

Appendix A: Previous research

Tables 1-10. Previous research of professional development of experienced English language teachers taking courses identified through the systematic literature review.

Table 1.

Research	Borg (2011)
Aim	To examine in what ways the course impacted teachers' thinking
Course	Full-time DELTA taught over eight weeks at a training centre in the UK The researcher was not associated with the course
Participants	6 English language teachers: all British working in private language teaching organizations
Methodology	Longitudinal qualitative research Data generation: questionnaires in the beginning of the course, 6 semi-structured face-to-face and telephone interviews, DELTA coursework Data analysis: cyclical (the subsequent interviews were based on the analysis of the previous ones) and summative (analysis of the entire data set once the data generation process was over)
Conclusion	The programme had a considerable but variable impact: "The course allowed teachers to think more explicitly about, become aware of, and articulate their beliefs, to extend and consolidate beliefs they were initially and sometimes tacitly positively disposed to, and to focus on ways of developing classroom practices which reflected their beliefs. Teachers also experienced shifts in prior beliefs they held about aspects of language teaching and learning." (p. 370)

Table 2.

Research	Freeman (1996)
Aim	To examine "how teachers' ways of thinking about teaching, brought about through a teacher education program, might move into changes in action" (p.222).
Course	In-service MA in Teaching most likely in the USA, though it is not explicitly stated The relationship of the researcher with the course is unknown
Participants	Four practicing high school teachers of French and Spanish as a foreign language
Methodology	Longitudinal qualitative research Data generation: interviews, observations, and documents written by the teachers during the programme Data analysis: theory building through developing intensive case studies

	and cross-case comparison
Conclusion	As the course proceeded, the teachers gradually acquired the professional language used in the course and started to use it as they were talking about their experience. In this way, they started to rename their experience. This further helped them to articulate more clearly the ideas that they used to have tacitly. As they were voicing their ideas, they were developing and critically examining them. This, in cases of some teachers, led to shifts in how they conceived their practice and made them eager to change it.

Table 3.

Research	Golombek and Johnson (2004)
Aim	To examine "how narrative inquiry functions as a culturally developed tool that mediates teachers' professional development" (p. 307)
Course	--
Participants	3 teachers as a second/foreign language in three different contexts
Methodology	Analysis of written narratives informed by Vygotskian sociocultural theory
Conclusion	Teachers' cognition is interwoven with emotions; Emotions are a catalyst for professional development; Narration can be a meditational space for professional development; Private journals, peers, and 'expert' knowledge can serve as resources for professional development; 'Expert' knowledge appears as a discourse for renaming experience and deepening understanding of it as well as for explaining practice and finding support for actions; The outcome depended on the current situation of each teacher: commitment to action in case of not being involved in teaching at the time of research and transformation of teachers' material activities in case of ongoing teaching

Table 4.

Research	Kubanyiova (2009; 2012)[9]
Aim	To examine how and under which conditions conceptual change happens or does not happen as teachers engage in a post-experience professional development course
Course	A post-experience professional development course on language learning motivation organized and delivered by the researcher and consisting of 5 5-hour input sessions spread throughout 1 academic year; the course took

---

[9] I put the two publications by Kubanyiova as one because both of them came out of the same project and the latter one builds on the earlier one.

	place in Slovakia
Participants	8 Slovak English language teachers (7 females and 1 male) with on average 3 years of experience mostly employed in the state sector
Methodology	Grounded theory ethnography
	Data generation: classroom observations and interviews conducted after each input session; Most of the interviews were conducted with the participating teachers, but there were also some with non-participant teachers and head teachers; questionnaires and focus group with the students.
	Data analysis: inductive
Conclusion	Possible selves theory allows concepts that seem to be particularly helpful for understanding conceptual change;
	When viewed through the lens of possible selves theory, conceptual change happens only when the course input implicates ideal future self. If the input is not of direct relevance to the ideal future self, teachers are more likely to appraise the input positively, but this will not result in meaningful engagement with the input;
	Even if the input implicates the ideal future self, this will not necessarily result in conceptual change. If the course supports what the teacher already believes in, there is no need for change. In this case, the teacher will get a positive appraisal for what they already know and do. As for conceptual change, some cognitive dissonance is necessary. There should be some discrepancy between what the teacher knows and does and what the course suggests.
	Even if the course input implicates the ideal future self and there is some cognitive dissonance, this does not necessarily guarantee a cognitive change. When faced with this situation, the teacher would conduct a reality check, thinking about whether the suggested change is possible in their environment. They may find the suggested change as a threat, and this may undermine their existing identity and balance. Cognitive change will happen only when the course input implicates the ideal future teacher self, when there is a cognitive dissonance between the input of the course and the beliefs that the teacher has, and when the teacher finds that making changes to her beliefs and practice is feasible in her context.

Table 5.

Research	Lamb (1995)
Aim	To explore the extent to which the teachers took up the ideas they were presented within the course
Course	2-week course in teaching reading to undergraduates in Indonesia organized and delivered by the researcher
Participants	12 English language teachers
Methodology	Interviews and observations held one year after the course was complete

Conclusion	The teachers took up on average four ideas from the course. Some ideas caused confusion and the participants used the opportunity of talking to the researcher to clarify them. To a large extent, the teachers used the language from the course to rename what they do without actually re-thinking it. Some teachers took some ideas to justify the change in their practice but in a way that was not intended by the course – interaction between the input of the course and the teachers' existing beliefs and practices. In some cases, the teachers assimilated the ideas from the course into their existing practices without making any significant change. Some tried the ideas out but then rejected them if he outcome contradicted their fundamental understanding of how teaching should look like.

Table 6.

Research	Lamie (2004)
Aim	To explore if and why teachers changed or did not change their practice following participation in the programme
Course	The Japanese Secondary Teachers' Programme at the University of Birmingham sponsored by the Japanese Ministry of Education The relationship of the researcher to the course is not explicitly stated
Participants	Four practicing secondary school English language teachers from Japan
Methodology	Longitudinal mixed-methods research Data generation: semi-structured interviews, questionnaires, observations Data analysis: Thematic
Conclusion	Introduced a model explaining the factors that influenced whether the teachers changed or did not change following participation in the programme. The highlighted factors included personal attributes (confidence and attitudes), practical constraints (class size, availability of resources, etc.), external influences (national culture, school culture, community, etc.), awareness, training, and feedback (from those involved in the educational process).

Table 7.

Research	Lee (2010)
Aim	Research questions: 1. How did the teachers see their own development as teachers of writing at the end of the writing teacher education course? 2. In what ways did the writing teacher education course promote teacher learning?
Course	An elective course in Reading and Writing: Teaching and Learning within a 2-year part-time MA in ELT in Hong Kong taught by the researcher

Participants	Four female Cantonese-speaking English language teachers with more than 5 years of teaching experience each
Methodology	Data generation: In-depth interviews conducted once the course was over supplemented with the data from the teachers' classroom research reports Data analysis: Inductive
Conclusion	Following the course, the teachers started to question the existing practices in teaching writing. Getting first-hand experience from classroom research helped them with it. This process was further facilitated by reading the academic literature on the subject. The teachers were encouraged to write regularly, and through this process, they seemed to have discovered the joy of writing. The teachers also came to feel themselves not as language teachers who teach writing but as writing teachers, which indicates a shift in their identities. Together with this, the teachers were not sure about how they were going to transfer what they learnt about teaching writing to their actual contexts of work.

Table 8.

Research	Lee (2013)[10]
Aim	Research questions: 1. How did teachers discursively construct their identities (in discourse and practice) as writing teachers? 2. What factors influenced the negotiation of their identities (identity-in-activity) in the process of becoming writing teachers?
Course	An elective course in Reading and Writing: Teaching and Learning within a 2-year part-time MA in ELT in Hong Kong taught by the researcher
Participants	Four female Cantonese-speaking English language teachers with more than 5 years of teaching experience each
Methodology	Data generation: 2 rounds of semi-structured interviews conducted 2 months and 1 year after the completion of the course; classroom research report Data analysis: inductive enhanced by the use of the concept of identity and Activity Theory
Conclusion	Following the course, the teachers started to perceive themselves as writing teachers rather than language teachers who teach writing. They have developed new understandings about teaching writing and acquired new language to talk about themselves and their work. In their contexts, they were inclined to position themselves as agents of change, but the extent to which they realized this depended on the specifics of the context

---

[10] In contrast to Kubanyiova (2009; 2012), I put the two publications by Lee separately because there was a significant difference between the two even though both of them were based on the same project.

and the mindset of the colleagues. The main factors that influenced teachers' negotiation of identities were teacher education, teachers' reflective stance, and the sociocultural and sociopolitical contexts of the teachers' work.

Table 9.

Research	Nauman (2011)
Aim	To explore "how a sociocultural understanding of concepts can be used to mediate teacher development in the design of a professional development seminar and as a framework to examine teacher learning[11]" (p. 102)
Course	A year-long series of seminars about literacy as communication – a particular approach to teaching reading and writing that the researcher found most suitable for ELT in China – organized and delivered by the researcher
Participants	1 Chinese English language teacher with three years of teaching experience
Methodology	Data: All spoken and written material produced during the seminars, two interviews in the beginning and the end of the term, observations
	Data analysis: Inductive enhanced by the use of a sociocultural understanding of concepts as a framework
Conclusion	The sociocultural perspective suggests that to become true concepts, or the concepts capable to guide practice, the scientific (abstract) concepts need to be linked with the everyday (experiential) concepts. It was this perspective that guided the development of the seminars series and, afterwards, the analysis of the participant's teacher learning.
	From this perspective, the participant's development followed a long uneven path. It started with familiarization with the scientific concept of literacy as communication, gaining the ability to verbalize her understanding of the concept, iterative linking it with the everyday concept, trying teaching in accordance with the concept, reflection, further experimentation, reflection, and gradual development of a new routine.

Table 10.

Research	Phipps (2010)
Aim	To examine the development of the grammar teaching beliefs and practices of the teachers taking the programme
Course	MA in TESOL with DELTA being embedded within it offered at a private university in Turkey
	The researcher was a lecturer on the programme
Participants	Three English language teachers working at a preparatory department at a university in Turkey: 2 females (Turkish and British) and 1 male (North

---

[11] It was the second aim that gave ground for inclusion of the chapter into the review.

	American)
Methodology	Longitudinal qualitative research Data generation: Multiple interviews and observations conducted over the period of 20 months Data analysis: Theory building analysis
Conclusion	The teachers followed individual paths. No radical change happened in the beliefs of the teachers following their participation in the programme. However, the teachers came to understand the complexity and theoretical underpinning of teaching grammar. This further led to restructuring and slight modification in their beliefs and more principled teaching. As a process, teacher learning was found to be complex and non-linear, usually triggered by some dissatisfaction, following a period of exploration and experimentation, and resulting in development of new routines in certain cases.

Appendix B: Research leaflet, participant information sheet and consent form

A Narrative Exploration of MA TESOL Participants' Professional Development

PhD research

Hello! My name is Volha (Olga) Arkhipenka. I am a PhD student at the University of Manchester and I am conducting the following research.

Details of the Research:

In the field of TESOL, continuing professional development is widely emphasized. Some researchers go as far as to say that it is through professional development that teachers become experts. Teachers can continue professional development in many different ways, and participation in post-experience professional development courses is one of them. Post-experience professional development courses are courses that aim to encourage and support professional development of teachers who have a relevant qualification and have been involved in the teaching process within a professional role. Today, such courses have become very popular as the field of TESOL has become more professionalized and the urge to continue professional development has grown among TESOL practitioners. Despite this, there has been little research about English language teachers on post-experience professional development courses. In order to address this gap, within my PhD research, I would like to get a better understanding of professional development of English language teachers on post-experience professional development courses by exploring experiences of MA TESOL participants.

A little bit of my past:

2005-2010	BSc Language and Culture Studies, Belarus State University, Minsk, Belarus
2010-2011	MSc Education: Language, the University of Edinburgh, Edinburgh, UK
2011-2012	English language instructor, various private language schools, Istanbul, Turkey
2012-2013	English language instructor, Bahcesehir University, Istanbul, Turkey
2013--onwards	PhD student, University of Manchester, Manchester, UK

Contact details:
Ellen Wilkinson Building, Room C2.1
Volha.arkhipenka@postgrad. Manchester.ac.uk
Tel: +44…

A Narrative Exploration of MA TESOL Participants' Professional Development

Participant Information Sheet

You are being invited to take part in a research study that is a part of the requirements for the degree of Doctor of Philosophy (PhD) in Education. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

Who will conduct the research?

Volha Arkhipenka

PhD candidate

Tel: 0744 324 62 54

Email: volha.arkhipenka@postgrad.manchester.ac.uk

Location:

Ellen Wilkinson Building

Room C2.1
School of Environment, Education and Development
The University of Manchester
Manchester
M13 9PL

Title of the Research

A Narrative Exploration of MA TESOL Participants' Professional Development

What is the aim of the research?

The research aims to shed light on professional development of MA TESOL participants through exploring their narratives of themselves as TESOL practitioners.

Why have I been chosen?

You have been chosen because you are an MA TESOL participant. There will be in total 6-8 participants within the current research.

What would I be asked to do if I took part?

If you took part, you would be invited to a narrative session. During it, you would be prompted to talk about yourself as a TESOL practitioner. The narrative session would last for approximately 1-1.5 hours and would be scheduled at a time and place on the University campus that are suitable for you. The narrative session would be audio recorded. Within two weeks after the narrative session, you would be emailed the transcript of the audio recording to read through. You would be then invited for a short meeting (approximately 20 min.) for you to comment on the transcript. Similarly to the narrative session, the post-session discussion would be scheduled at a time and place on the University campus that are suitable for you and it would be also audio recorded. Similar cycles of narrative sessions and post-session discussions would be repeated three more times: in the beginning of the second semester, in the beginning of the dissertation stage, and close to the end of the programme.

What happens to the data generated?

The generated data will be used solely for the purpose of the research outlined within the current participant information sheet and the information leaflet attached to it.

How is confidentiality maintained?

The narrative sessions and post-session discussions will be transcribed and anonymised with the extent of anonymisation agreed with you. No one except for the researcher will have access to the audio recordings, and they will be destroyed six months after the research is completed. The anonymised transcripts in their turn will be shared with the researcher's supervisors. The anonymised transcripts together with the original audio recordings will be stored on the researcher's personal computer, the researcher's pen drive, and the computer in the researcher's office in the Ellen Wilkinson building. As a means of back up, the anonymised transcripts will be also stored on the computer of the researcher's main supervisor (Diane Slaouti). All of these devices will be encrypted. The data may also be printed out. In this case, the print outs will be kept secure.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part, you are still free to withdraw at any time without giving a reason.

Will I be paid for participating in the research?

No, but you will be offered a hot beverage if you prefer to meet for narrative sessions or post-session discussions at a place that serves them.

What is the duration of the research?

4x1-1.5 hour narrative sessions followed by 20 min post-session discussions spread out through one academic year

Where will the research be conducted?

University of Manchester campus

Will the outcomes of the research be published?

The outcomes of the research will be primarily presented in the PhD dissertation. In addition, the outcomes may be further disseminated through publications in academic books and journals and presentation at conferences.

Contact for further information

If you would like to contact the researcher, please email at volha.arkhipenka@postgrad.manchester.ac.uk, or just drop by the office at Ellen Wilkinson Building Room C2.1.

Alternatively, you may prefer to contact the researcher's supervisors:

Diane Slaouti

diane.slaouti@manchester.ac.uk

Dr Richard Fay

richard.fay@manchester.ac.uk

What if something goes wrong?

If something goes wrong, please do not hesitate to contact the researcher or the researcher's supervisors.

If there are any issues regarding this research that you would prefer not to discuss with members of the research team, please contact the Research Practice and Governance Coordinator by either writing to 'The Research Practice and Governance Coordinator, Research Office, Christie Building, The University of Manchester, Oxford Road, Manchester M13 9PL', by emailing: Research-Governance@manchester.ac.uk, or by telephoning 0161 275 7583 or 275 8093

The University of Manchester

MANCHESTER
1824

A Narrative Exploration of MA TESOL Participants'
Professional Development

CONSENT FORM

If you are happy to participate please complete and sign the consent form below

Please Initial Box

1. I confirm that I have read the attached information sheet on the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.

2. I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason.

3. I understand that the narrative sessions and post-session discussions will be audio recorded.

4. I agree to the use of anonymous quotes.

5. I agree that the generated data in anonymous form may be passed to the researcher's supervisors.

6. I agree that the outcomes of the current research with may be published in academic books or journals and presented at conferences.

I agree to take part in the above project

Name of participant	Date	Signature
Name of person taking consent	Date	Signature

Appendix C: An example of a reflective note

Written: 26.03.2015

Today, I met with Fatima. We arranged this meeting during my last visit to DRC (see 16.03.2015 DRC). However, it was only after my visit to DRC that I managed to finish transcribing the narrative session with Fatima. I finished it two days ago, and yesterday I sent it to her via email. In the email, I mentioned that there was very little time left but asked her to look through the transcript anyway if she has a chance. I then also texted her because I was not sure about how often she checked her email. She texted back straightaway saying that there had been no change to her plans and that she was still coming.

Our meeting was schedule for today at 12 pm at the Contact Theatre. Before it, I went to the office and printed the transcript out in case Fatima did not manage to read it. When I was on my way to the Contact Theatre, Fatima texted me saying that she was running late. I texted back saying that it was okay. A few moments later I was in the Contact Theatre. I checked the sofas upstairs. They were available, and I occupied them. I put my papers on the table and my coat on one of the sofas. I then went downstairs. On my way down, I texted Fatima again saying that I was buying myself coffee and asked what she wanted to drink. She texted back saying latte. I got the coffees. By the time they were ready, I got a message from Fatima saying that she was waiting for me upstairs. It was perfect timing!

I came upstairs. Fatima was sitting on one of the blue sofas next to my papers. She probably guessed that it was my stuff. I put the tray on the table and said hello. Fatima stood up and extended her hand towards me. I took it and shook. We then sat down. We started with a small chit chat. Fatima told the story of how she mixed the time and got late, and I said it was fine and such things happen. She then mentioned that I looked tired. I said it was because I had to wake up early to go to see a doctor. I indeed went to see GP in the morning and was indeed very tired. I then reassured her that there was nothing serious with me, just a regular check.

Fatima then mentioned that she had not finished the transcript. I said it was okay and she could read it there. She said okay. She showed me that she had the transcript on her phone. Nevertheless, I gave her the print out. I said I didn't want to make her eyes ache. She smiled and took the transcript. She returned it back in the end of the interview. Before taking it back, I checked with her if she wanted to keep it, but she said she did not need it. So I took it back.

While Fatima was reading, I was imitating being busy. In fact, in some way I was busy. I was checking old handouts inside my notebook (paper one). I did not want to sit and look expectedly at Fatima because I thought it would make her feel pressured. I wanted her to be relaxed and read without a rush. Together with this, I did not want to get busy with anything for real because I did not want to get distracted from the main purpose of me being there.

The previous narrative session was rather short, so it did not take Fatima long to read the transcript. Very soon, she raised her head saying that she had finished. I said okay but did not ask anything that social convention would entail (e.g. how was it?). Instead, I asked if I could audio record. This is because I did not want her immediate reaction to go unrecorded. She gave me the permission to audio record, and as soon as the equipment was set up, I asked her about her reflections on reading the transcript. It was in this way that we started this post-session discussion.

As usual, Fatima was quite succinct. Actually, even before we started the recording we discussed it. She mentioned that the transcript was very short, and I said that it was the nature of how she speaks. I don't know whether she was trying extra hard to be as expansive as possible and it was because of this that today's interview was probably the longest. It lasted for 45 minutes!

I stopped the interview when it came to some logical end. We, nevertheless, stayed and talked after I turned off the equipment. Fatima asked me about what I was doing, and I told her that I was transcribing. I also told her more

about my research: the 'what' and 'how' of what I was doing. She looked quite interested.

In this way, we spoke for quite a long period of time. I would say around 20 minutes or so. In the end, I started to get a feeling that it was time to depart. We agreed that we would go, stood up, packed our stuff, and headed towards the exit. We talked a little bit on our way. I told Fatima about the next interview in late May - early June, and she said fine. We separated on the Oxford Road. I went home, and Fatima went to the bus stop. She said she was going to meet a friend that day. Overall, I would say it was a rather productive meeting.

Appendix D: The cases of the four teachers through the prism of the conceptualization

Beatrice and her professional development as a process

Experience 1: Varied past experience including the experience of teaching at the senior high school.

Worldview and practiced identity 1: That language was a means of communication and that it should be taught as such; that she could not expect to be allowed without struggle to teach English in this way within the context of public education in China; that the context of public education in China preferred English to be taught in a rather exam-oriented way with the main focus being on grammar, vocabulary, reading, and translation; that this context was hostile towards any alternative pedagogical approaches; that within this context, she herself the way she was could not be more than a pawn; that the way to change this and to avoid having to submit to the expectations of the context was to make herself and her opinion more respected; and that a master's degree could gain its holder respect that was needed or at least some of it.

Professional development as an outcome 1: Many of the ideas from 'worldview and practiced identity 1' are teacher beliefs or concern professional identity. These are the ideas around the purpose and the appropriate method of language teaching and learning as well as the conditions within which language teaching and learning happens in China. Formation of these ideas can be seen as constituting professional development.

Imagined identity 1: A teacher who allows attention to speaking practice and, by doing so, teaches English as a means of communication.

Antenarrative 1: To obtain a master's degree from the UK to make her voice more respected on the educational arena in China, to set up her own school, to teach there the way she believed was right, and to be a teacher who allows a lot of attention to speaking practice.

Experience 2: Experience over the first nine months of the MA TESOL, including the experience of engaging with the content of the programme.

Worldview and practiced identity 2: Same as before except that she could be more than a pawn anywhere, including the context of public education in China; that there was more that she could do to make her voice heard and attended to than she previously thought; that setting up a school requires resources, which she did not have, and, therefore, was impossible in the near future.

Professional development as an outcome 2: Many of the changes to Beatrice's worldview and practiced identity concern her teacher beliefs and professional identity. They concern the beliefs around the role of a teacher and the context of education in China as well as her sense of who she was and could be within this context. These changes then can be seen as constituting professional development.

Imagined identity 2: The same as imagined identity 1

Antenarrative 2: To complete the master's degree, to then return back to teaching at the public sector and to become there the teacher she wanted to be by acting upon her new ideas with regard to what more she could do to make her voice heard.

Experience 3: Experience in the last three months of the programme, including planning to start preparing for the state examination Beatrice had to pass again to become a teacher in the public sector; return to China and learning about the serious illness in the family.

Worldview and practiced identity 3: Same as before except that it was important to take care of one's family; that to take care of her family she needed to be close to them and to ensure that they had access to healthcare of high quality; that this was more important than her career ambitions.

Imagined identities 3: The same as before, but also the one of a good daughter.

Antenarrative 3: To find any English language teaching job in an area where she could ensure that her family were close to her and had access to healthcare of good quality and then to find a way to be the teacher she wanted to be within this job while making sure that she was also a good daughter.

David and his professional development as a process

Experience 1: Varied past experience, including the experience of teaching English for twelve years within different contexts around the globe.

Worldview and practiced identity 1: That being self-employed was better than working on a contract; that he the was he was could be a self-employed professional provided that he had sufficient capital to start his own business; that alternative medicine and psychotherapy were useful and were in themselves a viable idea for the business; that he could accumulate sufficient capital to set up his own business in alternative medicine and psychotherapy if her earned more; that a master's degree could increase his salary; and that salaries in the Middle East were generally higher compared to the rest of the world.

Professional development as an outcome 1: Many of the ideas from 'worldview and practiced identity 1' concern David's sense of who he was and could be professionally, and in this sense, formation of these ideas can be seen as constituting professional development.

Imagined identity 1: A self-employed professional.

Antenarrative 1: To complete a master's degree to be able to claim a higher wage, to then return to the Middle East and work there while earning more, to accumulate capital, set up his own business, and become self-employed.

Experience 2: Experience over the year of the MA TESOL, including the struggle with being a postgraduate student and the return to teaching before completing the programme.

Worldview and practiced identity 2: The same as above except that he was not as introverted as he thought he was; that English language teaching as a career path fitted him and his personality well; and that he enjoyed being a teacher.

Professional development as an outcome 2: The changes to David's worldview and practiced identity mainly concern his professional identity and can be seen as constituting professional development.

Imagined identity and antenarrative 2: Same as before, but less dedication to them. The current identity of an English language teacher started once again to look attractive to David.

Fatima and her professional development as a process

Experience 1: Varied past experience, including the experience of teaching within different institutions in Saudi Arabia and struggling in most of them with low levels of motivation in students.

Worldview and practiced identity 1: That lack of motivation in learners was a major problem for a teacher; that learners' motivation was generally higher at tertiary level; that, therefore, tertiary level was the best context for her to be a teacher; that being a teacher at tertiary level required better skills than teaching at other levels of education; that among these skills language proficiency was key; that the target of learning a language was to develop native-like proficiency; that language proficiency was developed through imitation; that in addition upgrading her qualifications could benefit her career at tertiary level; and that academic qualifications were the ones that could bring the biggest benefit.

Professional development as an outcome 1: Many of the ideas from 'worldview and practiced identity 1' concern Fatima's teacher beliefs and professional identity. These are most notably her ideas around how languages are learned and how their learning can be best supported as well as what was important in language teaching and personally for her as an English language teacher. Formation of these ideas can be seen as constituting professional development.

Imagined identity 1: A good tertiary level English language teacher with a prospect for further career growth.

Antenarrative 1: To complete a master's degree in an English speaking country to improve her language proficiency and to upgrade her qualifications, to become a better teacher and open up opportunities for further career growth within tertiary education in her home country.

Experience 2: Varied experience over the first year abroad, including the experience of communicating with different people in Manchester as part of the attempt to improve her language proficiency.

Worldview and practiced identity 2: Same as before except that motivation was not a constant and that it could be increased through modification of teaching practice. Some other ideas that Fatima quite likely had before also grew to prominence. They included that education was mainly a matter of a system in place within a country and that for education to be good the system had to have good rules and guidelines. Fatima also started to consider that rules and guidelines existing within her country were not adequate and needed to be improved, while the rules and guidelines in the UK could provide a good example to learn from; that she could be the one to introduce better rules and guidelines in her country; that to introduce better rules and guidelines she needed to come to a position of power; that a master's degree could help her with this; that the Saudi society was traditional and she might encounter resistance to the changes that she would introduce; that developing her whole being could help her to deal with the resistance.

Professional development as an outcome 2: Most of the changes to Fatima's worldview and practiced identity concern her teacher beliefs and professional identity. They concern her beliefs about her learners and her

sense of who she was and could be as a professional. These changes can be seen as constituting professional development.

Imagined identity 2: An educational leader in her context.

Antenarrative 2: To complete a master's degree to learn about what rules and guidelines needed to be introduced in her country to improve education and to enable her introducing them; then to return to her country and her work place and start introducing them – firstly, within her classroom and later as widely as her position would allow her, learning on the way more about how to improve education in her country.

Experience 3: Varied experience over the year of the MA TESOL, including the experience of observing how she herself was being taught within the programme and her own response to this teaching.

Worldview and practiced identity 3: Same as before except that it was more important to ensure that students developed critical thinking skills rather than to make the process of learning enjoyable. Fatima also got ideas with regard to how development of critical thinking skills could be supported. She considered that students needed to be given more opportunity to be autonomous learners, that they should be assessed through written assignments rather than exams, and that class sizes needed to be reduced.

Professional development as an outcome 3: Most of the changes to Fatima's worldview and practiced identity concern her teacher beliefs. These are the

beliefs around what is important in language education and how good teaching practice looks like. These changes can be seen as constituting professional development.

Imagined identity and antenarrative 3: Same as before, but focused on supporting development of critical thinking skills rather then on increasing motivation among learners.

Zulkani and his professional development as a process

Experience 1: Varied past experience, including the experience of seeing friends returning with better proficiency in English after going abroad.

Worldview and practiced identity 1: That being an English language teacher was a good career path for him; that it was important to become the best one can be within their chosen career path and that, therefore, he needed to strive to be his best as an English language teacher; that for an English language teacher language proficiency was key and that, therefore, he needed to focus on it to become a better English language teacher; and that going abroad could be particularly beneficial for his language proficiency.

Professional development as an outcome 1: Most of the ideas from 'worldview and practiced identity 1' concern Zulkani's teacher beliefs and professional identity. They concern his sense of who to be professionally and his understanding of what it means to be a good English language teacher. Formation of these ideas can be seen as constituting professional development.

Imagined identity 1: Good English language teacher.

Antenarrative 1: To go abroad to get a chance to communicate in English to improve his language proficiency and to *"prove"* that it was good enough for a language teacher and to become in this way a better English language teacher.

Experience 2: Various experience, including search for opportunities to go abroad, working at a private language course, and giving outsourced classes with some classes being given to university students.

Worldview and practiced identity 2: Same as before, but also that teaching at university was what he wanted to do the most as an English language teacher and that for this to happen he needed a master's degree.

Professional development as an outcome 2: These changes mainly concern Zulkani's teacher beliefs and professional identity. They concern his beliefs about various contexts of teaching and his sense of who he was and could be professionally. These changes can be seen as constituting professional development.

Imagined identity 2: A lecturer at a university in his country.

Antenarrative 2: To do a master's degree to satisfy the minimum requirement for a lectureship position in his country to then get such a position.

Experience 3: Various experience, including search for a master's scholarship and then getting one to do the MA TESOL at the University of Manchester.

Worldview and practiced identity 3: That the future of education was in more widespread use of educational technology; that little was known in his country about how technology could be used for educational purposes; that the opportunity to learn about educational technology and TESOL was good by itself, independently from it having won him the scholarship; that if he took advantage of this opportunity, he could become a unique highly sought expert and that being such a specialist was appealing.

Professional development as an outcome 3: These changes mainly concern Zulkani's teacher beliefs and professional identity. These are his beliefs about what good teaching practice is and will be in the future as well as his sense of who he was and could be professionally. These changes can be seen as constituting professional development.

Imagined identities 3: Same as before, but also an expert in educational technology.

Antenarrative 3: Same as before, but also to do a master's degree to learn about educational technology and TESOL to become an expert in educational technology.

Experience 4: Various experience over the year of the MA TESOL, including the experience of doing a pilot project and attending the IATEFL conference.

Worldview and practiced identity 4: Same as before but also that mobile technology was a useful tool for learning and that it was particularly appropriate for his context; that little was known about it and its benefits in his geographical area; that he could be the one who would spread the knowledge about it; that spreading the knowledge would benefit both other teachers and himself; that for himself being *"active"* and sharing what he knew would help him to get a scholarship to do PhD in the future; that he would eventually be required to do PhD as a lecturer.

Professional development as an outcome 4: These changes mainly concern Zulkani's teacher beliefs and professional identity. These are his beliefs about educational technology and his context as well as his sense of who he was and could be professionally. These changes can be seen as constituting professional development.

Imagined identities 4: Same as before, but also an educational leader in his context.

Antenarrative 4: In addition to learning about educational technology, to share his knowledge with others in his context.

Experience 5: Various experience during the last months of the programme, including submitting an abstract to a conference and being invited as a speaker.