“This timely collection of works addresses a key issue in language teacher education. In the volume, colleagues have engaged with language teachers’ identity development and tensions in a variety of contexts such as Australia, Hong Kong, Kuwait and the US. They have also explored how this identity issue can be approached and addressed in language teacher education programs with significant implications for language teachers’ professional practice, well-being and growth.”

Andy Gao, University of New South Wales, Australia

“Zia Tajeddin and Bedrettin Yazan have presented an impressive collection of papers that shed light on some real tensions in the construction, negotiation, and maintenance of language teacher identity. Connecting three key ideas – agency, emotion, and investment – is a welcome addition to contemporary discussions of identity in language teaching and teacher education. I am confident that graduate students, language teachers, and teacher educators will encounter many thought-provoking ideas between the covers of this book.”

Anwar Ahmed, University of British Columbia, Canada

“In this timely and much-needed volume, Zia Tajeddin and Bedrettin Yazan curated chapters that present novel research on language teacher identity tensions. Drawing our attention to the fact that teacher identity is not shaped in a linear and conflict-free manner, the chapter authors examine tensions in identity, emotions, ideology and agency as key factors influencing teachers’ professional growth and practices. The book is a must-read for teachers, teacher educators, and school administrators around the world.”

Anna Krulatz, Norwegian University of Science and Technology, Norway

“This volume brings together a burgeoning strand of research that foregrounds how teachers’ work in multilingual classrooms is intrinsically shaped by who they are in the world. Language is central to identity, but language is also a site of struggle. By centering the tensions that language teachers confront, Language Teacher Identity Tensions contributes to our understanding of how individuals’ lived experiences as language users, language teachers, and language learners form their professional identities.”

Peter Sayer, The Ohio State University, USA
Addressing the critical issue of teacher identity tensions, this edited volume looks at the tensions between teachers’ instructional beliefs, values, and priorities, and the contextual constraints and requirements. It examines how teachers deal with these tensions to avoid demotivation and burnout, which play a significant role in identity construction. Tensions are inseparable from growth and transformation but have the potential to disrupt teacher identity construction. Therefore, continual efforts to resolve tensions in teaching are inevitable. The process of resolution or reconciliation might be extended, and teachers could need support in that process to minimize the possible negative impacts on their identities. This process can simultaneously generate positive outcomes for teachers’ growth and learning. Therefore, how teachers perceive, respond to, and grapple with tensions are critical experiences that offer windows into the complexities of teacher identity negotiation.

The volume paints a picture of the personal, professional, and political dimensions of teacher identity tensions in various international contexts. The chapters draw on empirical studies with clear pedagogical implications to illustrate what identity tensions language teachers face in and outside the classroom during their career trajectory, how language teachers cope with identity tensions in their professional life, and how teacher educators can integrate identity tensions into teacher learning activities.

This book is beneficial for students and lecturers in applied linguistics, educational linguistics, and educational psychology. It will also be helpful of interest to teacher educators, teacher education researchers, teacher supervisors, and MA and doctoral students interested in research on language teacher identity.

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Language Teacher Identity Tensions
Nexus of Agency, Emotion, and Investment

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Several years ago, asked to write about language teacher identity research (Menard-Warwick, 2017), I began by citing a memoir, Blood Washes Blood, in which a Sicilian-American grapples with his family background (Viviano, 2001). Here is the quote I took from him: “Identity, in the end, rests in the tension between conflicting plots, a lasting tension between the dramas we inherit, consciously or not, and the drama we choose to write for ourselves” (p. 19). Having used this same quote as epigraph for my 2004 dissertation, I borrowed Viviano’s key phrase “the tension between conflicting plots” as my essay title.

Tension, at its most basic, involves being pulled in different directions (Montgomery, Cinaglia, & De Costa, this volume). In his memoir, Viviano (2001) unveils tension between the past and the future: his family history and the drama he is “choosing to write” for himself. Given the entanglement of language varieties with national and ethnic histories, language teachers likewise feel tension between those histories and their students’ desired futures. (One issue little examined in this book, which is almost entirely about English teachers, is the historical tension between English as a global language and all other languages in the world.) Caught in these tensions, it is not always easy to “choose (which) drama to write for ourselves.” Ultimately, our choice between conflicting plots is a question of agency, as prefigured in this volume’s subtitle.

The insight that language teachers get pulled between opposing forces is not new. Nevertheless, no other edited volume on language teacher identity foregrounds tension in the way this one does. Therefore, as a reader, you should pay attention to the opposing forces in each chapter: how the depicted language teachers respond to being pulled in different directions and the extent to which their teaching contexts afford them agency.

Another long-standing insight in teacher identity research appears in Morgan (2004): identity is pedagogy. That is, who you are affects not only how you teach, but also your students’ perceptions of how you teach, and ultimately what they learn. For example, Reeves, Leygraaf, and Gu (this volume) explore classroom identity work on the part of Daran, a Yazidi refugee from Iraq who has become an English teacher in Nebraska. His past experiences of exclusion...
not only fuel his determination not to be “othered,” but also inform his lessons on the value of multicultural inclusion—for his newcomer students themselves, and also for people they might be tempted to “other.” Importantly, the authors note that “Daran’s classroom provided a context where he largely had the power…to enact his identity and his ideology” (p. 171). That is, the authors view Daran as having agency in his classroom. As seen in Daran’s case study, this book provides concrete examples in which language teachers convert identity into pedagogy by providing space for classroom reflection on the tension between plots. While Daran draws on his biography as a Yazidi Nebraskan, other chapters offer models more applicable to a wider range of teachers.

As Angay-Crowder et al. rightly emphasize (this volume), central to this pedagogical work is reflexivity, the capacity for critical self-exploration, through which teachers examine their own “actions, needs, and choices in their respective social contexts” (p. 179). These authors illustrate the development of reflexivity within teacher education, especially through critical writing assignments. Specifically, they offer a case study of a Brazilian immigrant in the United States working on an ESOL teaching credential. Asked to journal about her own privilege, Maria interrogated her past as a White, middle-class South American whose journey to US citizenship had gone smoothly. In considering her future as a teacher, she wrote that her own successful integration into the US had made her “sympathize and hurt for those” (p. 181) who remain undocumented. In this context, she considered it a further privilege to “help (her) students stand up to their rights and have their voices heard” (p. 181). In this case study, it is Maria’s TESOL coursework that illuminates the tensions between her own past and her students’ present, giving rise to insights which impel her commitment to advocacy, and thus facilitate educational transformation.

In a contrasting chapter, Sánchez-Martín (this volume) explores teacher identity tensions that emerge in a US college writing program which has invested its hope for educational transformation in a curriculum that centers raciolinguistic ideologies and translingual practice. Her chapter examines the identity tensions of two novice teachers who themselves were transnational and plurilingual. As they converted curricular objectives into lesson plans, the process incited tension between the monolingual standard language ideologies that had governed their own schooling and the views of language that underlay the curriculum. Whereas Angay-Crowder’s case study of María documented teacher agency and development of critical consciousness, Sánchez-Martín found these teachers “attempt(ing) to untangle(e) themselves” (p. 97) from ideological contradictions.

In this regard, as Ahearn (2001) clarifies, agency should not be seen as inherent within specific individuals (e.g., teachers), but rather can be found in their use of affordances, available means for the exercise of agency in particular contexts. For teachers, affordances are the resources they use to teach, such as curricula, educational technology, textbooks, and activities. It is important to
note that affordances both enable and constrain agency: curricular materials facilitate teachers acting and interacting in predetermined ways. Classroom identities, in turn, are brought into being through the actions and interactions of teachers and students. In this endeavor, the affordances to which teachers have access become influential in their identity constructions. For example, an novice teacher who enacts a translingual writing curriculum thereby constructs a translingual teacher identity (Sánchez Martín, this volume). This process generates tension when the teacher identity afforded by the curriculum conflicts with identities she has constructed in the past. For example, Helen, one of the case study teachers, continues positioning herself as a deficient, non-native English speaker, despite a curriculum that aims to support her and her students as skilled translingual communicators. The metaphor of conflicting plots becomes relevant here, as Helen is pulled by these two identities into contradictory actions and interactions.

Similar tensions appear in the autoethnography that opens this volume (Yazan and Keleş). In this chapter, the second author, Ufuk, recounts the conflicting plots he had to negotiate when his success at passing English grammar tests in a Turkish secondary school elevated him into English-only university seminars. Having survived that experience, he returned to the first plot in the role of a teacher dedicated to English grammar instruction, only to encounter further tension when he realized that his students needed spoken and written communication skills for international business.

In other words, this volume not only explores tensions related to identity as pedagogy, but also contains numerous examples of the converse insight: pedagogy is identity. That is, how you teach shapes your identity as a teacher, even if you simply follow the standard curriculum. Importantly, this identity may conflict with your previous understandings of yourself. Trent (this volume) notes the career dilemmas of young teachers in Hong Kong whose “ambitions to construct professional identities as ‘reforming’ and ‘innovative’ teachers (are) thwarted as they confront rigid institutional policies and practices” (p. 108). The case of a young Iranian teacher frustrated by similar constraints appears in Askaribigdeli and Feryok (this volume). In the second-to-last chapter, Sanczyk-Cruz and Miller illustrate vain efforts by three adult ESL teachers in the US Southeast to reconcile their teacher identities with their pedagogical context. Caught between conflicting plots, two of the participating teachers exercise agency by leaving their jobs.

In considering the collective message of the chapters in this volume, I note that many demonstrate misalignment between teacher identities and teaching contexts—and in so doing highlight the importance of agency. I also concur with the recommendations of Nguyen, Berry, and Filipi (this volume) that “identity tensions be recognized and supported as the driving force behind teachers’ PD [professional development]” (p. 57). Each chapter is a potential affordance for this work, making identity tensions visible, and inviting readers to recognize their own. Like one of the teachers in Sanczyk-Cruz and Miller (this volume), I left my work as an adult ESL teacher to seek my fortune in the
academy. In considering the tensions between my teacher identity and my academic identity, I cannot say that the scholar I have become has any definitive answers for teachers stuck in conflicting plots. But given the inextricable connections between languages, histories, identities, and ideologies, I would like to encourage both teachers and scholars to view tension as inherent and irreducible within the work of language teaching.

**References**


Acknowledgments

The theme of this book aligns with the burgeoning interest in teacher identity tensions in the past two decades. Although the impact of identity tensions permeates not only teachers’ practices but also their professional development, we noticed that there is no book allocated to these tensions to afford an inclusive vision of them across international contexts framed by varied methodological and conceptual underpinnings. This motivated us to launch this three-year book project, which survived the hard times of the COVID-19 pandemic. To pursue this motivation, we received invaluable help, support, advice, and insights from numerous people from the initial book idea to the production phase.

First and foremost, we would like to thank Routledge, which stands out as a leading international publisher. In particular, we are greatly thankful to Katie Peace, the Routledge Editor for Education, Linguistics, Psychology, and Mental Health books, for always welcoming innovative book ideas. Her continued advice and guidance in all stages were key to the completion of this project. We also appreciate the Routledge team for their role in the production of the book, particularly Khin Thazin and Thivya Vasudevan, for their active involvement in the production phase.

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We are indebted to Julia Menard-Warwick (University of California Davis) for agreeing to write the foreword. Evidently, her foreword would afford insights into how this book can benefit identity researchers as well as teachers and students interested in identity tensions. Also, our heartfelt appreciation goes to Peter Sayer (The Ohio State University), Andy Gao (University of New South Wales), Anwar Ahmed (University of British Columbia), Anna Krulatz (Norwegian University of Science and Technology), and Christina Gkonou (University of Essex) for writing endorsements on this book.
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Finally, our collaboration as the editors of this book was an enjoyable experience and clearly evidences the fact that we live in an era when authors can work together to bring academic projects to fruition regardless of geographical boundaries, educational contexts, and affiliations.

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Tensions prevail in the activity of learning to teach, the ongoing process of becoming a teacher, and the actual practice of teaching (Alsup, 2005, 2019; Britzman, 2003). Teachers constantly make decisions that must account for the curricular policies, procedures, and requirements; school culture; caregivers; communities; and of course, learners. These decisions are guided on the micro level by teachers’ pedagogical beliefs, values, priorities, and assertions of agency to varying degrees, as well as meso- and macro-level constraints and/or guidelines. As teaching is also largely comprised of navigating human relationships across students, colleagues, administrators, and families, what teachers do within the bounds of the classroom and school is more complicated than planning lessons based on a curriculum and executing those plans. In the field of Language Teacher Education, scholars have conceptually and empirically attended to language teachers’ tensions that arise during this navigation, especially after the “quiet revolution” in the late 1990s, which destabilized “the very essence of what stands at the core of TESOL teacher education; a core that has long been based on the subject matter of language teaching and less on the sociocultural processes of learning to teach” (Johnson, 2000, p. 1).

Mostly relying on a socioculturally oriented definition of how teachers learn, scholars explored teachers’ tensions as interconnected processes or experiences of teacher learning, professional becoming, and classroom practice (Golombek & Johnson, 2004; Johnson & Golombek, 2002). The ever-burgeoning research on Language Teacher Identity (LTI) has partly and variably built upon (and concurrently has grown together with) the contributions of this “quiet revolution” in Language Teacher Education (LTE) as well as relying on interdisciplinary scholarship (language education, teacher education, anthropology, cultural studies, post-colonial studies, sociology, and psychology, among others) (Clarke, 2009; Morgan & Clarke, 2011; Motha, 2006; Park, 2012; Trent & Lim, 2010; Tsui, 2007; Varghese et al., 2005; Varghese et al., 2016). Now an established research strand evident in scholarly conferences, journals, and books, LTI research has offered new ways to conceptualize tensions in language teachers’ professional lives.
Through those new and renewed approaches in LTI research, scholars conceptualized becoming a teacher as an identity construction process (Barkhui-zen, 2017; De Costa & Norton, 2017; Lindahl & Yazan, 2019; Varghese et al., 2016). They view LTI as inseparable from learning to teach and some even see teacher learning and identity construction as one and the same (Kanno & Stuart, 2011; Yazan, 2018). Relying on that conceptualization, LTI research has understood language teachers’ lives with varying conceptual approaches that made tensions one of the crucial dimensions of language teachers’ identity construction. LTI studies that focus on tensions in particular operate with the premise that teacher identity construction is a winding route involving numerous detours which is rife with “emotional and cognitive dissonance” (Golombek & Doran, 2014, p. 108) leading to various degrees and types of tensions. That is, tensions are inevitable in the process of identity construction because teachers are expected to navigate dominant ideologies in their context (see Alsup, 2005, 2019) which become “opposing forces” and “competing concerns” leading to “internal turmoil” (Berry, 2007, p. 32) or “internal struggle” between those forces or concerns (Pillen et al., 2013). Ideological structures within which teachers are situated shape the asymmetrical power relations in the context where teachers are expected to serve language learners (Eslamdoost et al., 2020). These power relations become sources of tensions for teachers.

Teachers tend to experience tensions between their vision (i.e., imagined identity) and their actual practice (e.g., Hammerness, 2003), between their negotiated/enacted identities and assigned/imposed identities (e.g., Alsup, 2005), and between professional identities and personal/social identities (e.g., Olsen, 2016). Integral to these tensions are the differences across teachers’ instructional beliefs, values, and priorities, and the contextual constraints and requirements (see Xu & Tao, 2023). These differences are particularly influential on the identities of pre-service and novice teachers since they experience transition/transformation from being a student to being a teacher, which also brings about tensions in their identity development (see Uştuk, 2022; Uzum et al., 2022). However, at varying points in their career trajectory, all teachers deal with such tensions as a result of changes in policies, contexts, or personal life and renegotiate their identities (e.g., Gao et al., 2022; Rudolph & Matsuda, 2023).

The existing LTI research has made significant contributions to the current understanding of what it means to become a language teacher. As such, identity tensions are one way for researchers to further delve into complexities of language teaching. First, the LTI research foregrounds the situatedness of the language teacher (as well as language itself and language learners) within the sociopolitical context (Clarke, 2008; Varghese et al., 2005) and maintains that understanding LTI requires considering micro, meso, and macro levels of social activity and interaction (De Costa & Norton, 2017). Scholars focus on that sociopolitical situatedness and examine language teachers’ identity tensions as they navigate competing and conflicting ideologies in their context that impacted how they view themselves as legitimate professionals, how they
view language as content and medium of instruction, and how they view their students as language learners and users (Menard-Warwick, 2013; Sayer, 2012; Song, 2016; Tajeddin et al., 2023). Second, the LTI research also highlights the intersectional nature of identity and theorizes LTI by investigating the ways in which teachers construct their professional identities vis-a-vis their identities of race, language, culture, ethnicity, nationality, region, community membership, gender, sexual orientation, ability, and faith/spirituality/religion (Maleknia et al., 2022; Varghese et al., 2016). Scholars examine LTI tensions between those different identities to the extent that they are important to the individual teacher in the sociopolitical context (Leal & Crookes, 2018; Park, 2012; Rudolph et al., 2019).

Third, the LTI research foregrounded teacher emotions (Benesch, 2017), teacher agency (Kayi-Aydar et al., 2019), and teacher investment/commitment (Barkhuizen, 2016) as significant components in the ongoing process of language teachers’ professional identity construction. Scholars initiated individual but intersectional strands of research on those three components particularly teacher emotions and teacher agency, and they tended to note that understanding emotions, agency, and investment/commitment in language teachers’ professional lives would not be complete without looking at their identities (Miller et al., 2018).

Based on our reading of the extant scholarship in the field of LTE, here we will make theoretical connections between tensions and teachers’ emotions, agency, and investment: (a) Language teachers engage in emotion labor when they encounter tensions as part of their teaching life (Benesch, 2017), (b) language teachers experience tensions when they exercise agency and their reflections on and responses to such tensions inform how they exercise agency (Nguyen & Ngo, 2023), and (c) when teachers make decisions to invest their time, energy, and other resources into the contours of professional practice and identity they chart/imagine for themselves, they face tensions and their reflections on and responses to those tensions inform their investment (Yazan et al., 2023). Therefore, identity tensions hold conceptual affordances to explore the nexus of emotions, agency, and investment, which is the main focus of this volume.

Before moving forward, we would like to make two major notes here as a response to questions we have been reflecting on during the past several years as we focused on teacher identity tensions. The first question is: What makes a tension an identity tension? We conceptualize both language teaching practice and ongoing teacher learning as identity work. That is, both in the practice of teaching and learning to teach, teachers negotiate, construct, and enact identities. Therefore, any tension that language teachers encounter can be understood as identity tension. However, the intensity of said tension and its relevance to identity could vary across individual teachers. The second question is: Should language teachers be able to resolve all tensions to have a “successful” professional life? Teachers deal with identity tensions variably. How teachers respond to those tensions plays a significant role in their identity
construction, and tensions have the potential to disrupt teacher identity development. The process of resolution or reconciliation might be extended, and teachers could need support in that process to minimize the possible negative impacts on their identities. This process can simultaneously generate outcomes for teachers’ growth and learning. From Akkerman and Meijer’s (2011) Bakhtinian approach, teachers’ multivocal professional self involves tensions between multiple I-positions. They argue “tensions that teachers face may lead to identity growth or development by means of redefining existing or creating new I-positions in response to dialogical difficulties” (p. 317). Therefore, the answer to the second question is “no.” The ways in which teachers perceive, respond to, and grapple with tensions are critical experiences which offer windows into the complexities of teacher identity construction, especially regarding their emotions, agency, and investment.

Against this backdrop, the chapters in Language Teacher Identity Tensions: Nexus of Agency, Emotion, and Investment draw on empirical studies that address the following questions:

- What identity tensions do language teachers face in and outside the classroom during their career trajectory?
- How does the intersection of personal, professional, and political dimensions of language teaching lead to tensions in teachers’ lives?
- How do language teachers navigate identity tensions in their professional lives?
- How do language teachers assert agency when coping with identity tensions?
- What emotion labor is involved in language teachers’ experiences navigating and grappling with identity tensions?
- How do language teachers negotiate and renegotiate their professional identities as they navigate tensions?
- How can language teacher educators incorporate tensions in identity-oriented teacher education practices?

This book is organized into three parts: (1) Tensions and Teacher Identity Construction, (2) Identity Tensions and Teacher Education, and (3) Identity Tensions and Teacher Beliefs and Practices. The chapters in these parts tend to consist of five main parts of a conventional research report, including introduction, literature review, an empirical study (method and findings), discussion and implications, and conclusion and directions for further research. In what follows, we summarize the main aims and findings of the studies described in those chapters.

Part I, “Tensions and Teacher Identity Construction,” includes seven chapters. In Chapter 1, Yazan and Keleş report on a study that examines Ufuk’s LTI tensions in the critical autoethnographic narrative he wrote for a class that Bedrettin taught. The chapter presents three tensions Ufuk experienced as a language teacher: (a) tensions between language “accuracy” and “fluency”
when transitioning from high school to English medium instruction university, (b) tensions of in-betweenness in the university program, and (c) tensions involved in teaching without formal teacher preparation. In view of these tensions, the authors discuss how the examination of tensions can offer a new dimension to the relationship between identity, ideology, emotions, and agency and highlight the role of the complex interplay between macro, meso, and micro levels of language education in LTI construction. The study presented in Chapter 2, authored by Askaribigdeli and Feryok, aims to investigate systemic tensions in English for Speakers of Other Languages (ESOL) teacher identity development by using Gee’s (2000) identity framework and Engeström’s (2015) activity theory. To shed light on the identity tensions of Vahid, a high school teacher, the authors analyze data gleaned from narrative frames, semi-structured interviews, and teaching journals over a year. As unraveled in the findings, Vahid’s professional identity development was influenced by the interaction among the three aspects of his professional identity, namely D-Identity, I-Identity, and A-Identity, within his teaching activity system. Even though Vahid tried to bring a degree of harmony to his multiple identities, the identity tensions stemming from the contradictions in the teaching activity system led him to think about quitting teaching.

Also part of Part I, Chapter 3 includes a study by Nguyen, Berry, and Filipi, who examine the tensions experienced by an English as an Additional Language (EAL) teacher, Anne-Marie, in the process of formal collaborative practices with Ellie, a content area (science) teacher, in her school. Contrasting the teacher’s aspired identity with her practiced identity, the authors explore her agency in navigating identity tensions. The findings show that these identity tensions led Anne-Marie’s “agentive responses to (re)construct her professional identity” (p. 57). In Chapter 4, Almnaies and Donaghue investigate the identity construction and tensions of three practicing English language teachers (Asma, Suad, and Layla) in Kuwait by using a multimodal narrative approach. The authors analyze the teachers’ stories, which were collaboratively constructed in the form of written narratives and multimodal texts as teachers read and responded to each other. The findings show that the teachers’ identity tensions emerged due to an age difference among themselves, as well as the political agenda of “Kuwaitization,” which created a divisive environment between local and non-local teachers. In Chapter 5, Rudolph presents his narrative inquiry, which focuses on two self-identified South-Korean teachers (Min-jun and Hye-jin) and examines their negotiation of “borders” (Rutherford, 1990) around “personal-professional being, becoming, and belonging within and transcending Japanese society” (p. 77). Rudolph analyzes co-constructed interviews to understand those two teachers’ identity tensions as university language educators in Japan. His findings demonstrate that Min-jun and Hye-jin experienced identity tensions because their LTIs did not fit in the discursive molds of “Japanese” nor “native speakers of English” dominant in the Japanese socioeducational context. Their personal-professional positionality in that context is influenced by the social and historical dynamics involved
in being a Korean in Japan. Rudolph also highlights how Min-jun and Hye-jin relied on their spirituality with Christian faith when grappling with their identity tensions.

In Chapter 6, Sánchez-Martín draws on the frameworks of “critical transnational agency” (Thu & Motha, 2021) and teachers’ identities as “mobility systems” (Sánchez-Martín, 2022) to investigate two multilingual teachers’ (Laila and Helen) raciolinguistic identity tensions and to better understand the discourses that shape their identity construction at the intersection of language and ethno-racialization. Sánchez-Martín’s findings present identity tensions each teacher has faced through their exposure to the discourses as they teach writing in the United States. She concludes with critical and incisive questions about transnational multilingual language practitioners’ identity tensions and notes that the resolution of those tensions may not be possible “due to the changing nature of language, identities, and discourses around them” (p. 104). In Chapter 7, the last chapter in Part I, Trent presents his study which conducts a “short story” analysis (Barkhuizen, 2016) of the data from the two ethnic minority early career teachers, Brandon and Naaz, who experience identity tensions in entering the teaching profession in Hong Kong. Trent’s chapter offers “accounts of how and why some personal and professional identities are made available, and some denied, to ethnic minority early career teachers; how and why some identities are privileged and legitimated while others are marginalized” (p. 108). His findings point to multidimensionality, asymmetrical power relation and “centripetal-centrifugal discursive tension” in LTI construction (p. 119).

Part II, “Identity Tensions and Teacher Education,” consists of four chapters. Chapter 8, by Ruohotie-Lyhty, Jääskelä, and Pitkänen-Huhta, extends the existing understanding of student teachers’ reflection on and construction of their professional identities and identity tensions experienced during their teacher education. With a post-structural approach to language teacher development, the authors analyze three Finnish as a second language teachers’ (Helena, Mari, and Elisa) stories gleaned from interview data to examine their identity tensions in becoming language teachers in the context of Finland. The authors present the three teachers’ identity tensions at the interconnected contextual levels of individual, institutional, and societal. In Chapter 9, Uştuk and Özer report on their duoethnography (as part of a community-based participatory research project) in which Üstük as a teacher educator and Özer as a teacher candidate explore their identity tensions. They introduce and discuss translingual pedagogies as inclusive language teaching practices when serving multilingual learners with refugee backgrounds in Türkiye. They discuss how their identity tensions were fueled “by the macro-level tensions (the mismatch between the Islamic discourse promoting inclusive education for the refugee learners in Türkiye) and meso- and micro-level aggressions that we observed toward refugee learners” (p. 154). Chapter 10, authored by Reeves, Leijgraaf, and Gu, presents a qualitative case study which explores identity tensions of a Yazidi American immigrant language teacher, Daran, who was displaced from
Iraq to the United States where he resumed teaching English in a public secondary school. Reeves et al.’s findings point out that Daran needed to navigate tensions that emerged as he “attempted to balance the past, present, old and new country allegiances, and religious and secular ideologies within his teacher identit(ies)” (p. 160). The authors discuss the issues of othering/otherness, belonging, ethno-religious identity, and citizenship as part of immigrant teachers’ identity tensions which point to the sociopolitical situatedness of language teachers. In the final chapter of Part II, Chapter 11, Angay-Crowder and Choi use positioning theory to explore how one multilingual Latina student teacher, Maria, navigated her teacher identity tensions through agency in a Masters of Art in Teaching English to Speakers of Other Languages (MATESOL) program in the United States. Their findings show Maria’s “identity tensions were influenced by macro-, meso-, and micro-level factors, including identity markers such as race and class, as well as national, cultural, social, and racial values, events, and language ideologies” (p. 181).

Part III, “Identity Tensions and Teacher Beliefs and Practices,” comprises four chapters. In Chapter 12, Tajeddin, Alemi, and Maleknia look into language teachers’ gendered identity by conducting narrative interviews with six female novice and experienced teachers (Mona, Narges, Hoora, Maria, Yasaman, and Helma). Scrutinizing the teachers’ gendered identity tensions in the political, sociocultural, and religious context of the study, the authors unpack three sources of tensions: discrimination in favor of male teachers, constraints upon female teachers, and female teachers’ uneasy interpersonal relationships with other gender identities. Chapter 13, by Montgomery, Cinaglia, and De Costa, reports on a qualitative study which draws upon an ecological approach to identity and agency and explores two university-level TESOL practitioners’ (Tracy and Ben) identity tensions through the analysis of multiple data sources, i.e., extended semi-structured interviews, observational notes, examples of feedback to students, and participant journals. Montgomery et al.’s findings point to the interface between LTI, agency, and well-being through the exploration of identity tensions. They discuss how identity tensions and challenges to teachers’ agency may arise out of alignments or misalignments between micro-level practices, meso-level institutional expectations, and macro-level ideologies. In Chapter 14, Sanczyk-Cruz and Miller use narrative accounts of three language teachers’ (Agnes, Mary, and Suzy) identity tensions with regard to their professional values. The findings demonstrate that teachers “identity tensions developed when these teachers experienced a conflict between their professional values and the values embedded in the policies or practices prescribed by their institutions” (p. 231). To address these tensions, the teachers asserted their agency to search for strategies to maintain adherence to their professional values as they complied with the institutional policies. Those strategies included adopting “a new or an additional professional identity,” leaving the “institutional position,” or adapting “teaching practices” (p. 232). Finally, Chapter 15 presents a collaborative study by Song (a teacher educator) and Olazabal-Arias (a language teacher) which explores how Olazabal-Arias develops his