**IDENTITY AND LANGUAGE LEARNING AND TEACHING:**

**SELECTED REFERENCES**

**(last updated 9 November 2015)**

Abasi, A. R., Akbari, N., & Graves, B. (2006). Discourse appropriation, construction of identities, and the complex issue of plagiarism: ESL students writing in graduate school. *Journal of Second Language Writing*, *15*(2), 102-117.

Abendroth-Timmer, D., & Aguilar Rio, J. I. (2014). Reflecting professional identity: An international jointly-run blended course to train future language teachers. *The European Journal of Applied Linguistics, 2*(1), 119-134.

Ajayi, L. (2011). How ESL teachers’ sociocultural identities mediate their teacher role identities

in a diverse urban school setting. *Urban Review, 43*(5), 654–680.

Alhazmi, N., Grant, J., & Shimoda, T. (2010). Teachers’ identity in practice: A study of a NNES instructor of an undergraduate research writing course. In G. Park, H. P. Widodo, & A. Cirocki (Eds.), *Observation of teaching: Bridging theory and practice through research on teaching* (pp. 125-140). Munich, Germany: LINCOM EUROPA.

Al-Issa, A., & Dahan, L. S. (Eds.). (2011). *Global English and Arabic: Issues of language, culture, and identity.* New York, NY: Peter Lang.

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces.* Mahwah, NJ: Lawrence Erlbaum.

Anderson, F. E. (1996). Intelligibility, identity, and models for English as an international language: A Japan perspective. *Bulletin of Fukuoka University of Education, 45*(1), 15-25.

Ang, I. (2001). *On not speaking Chinese: Living between Asia and the West*. London, UK: Routledge.

Antaki, C., & Widdicombe, C. (1998). Identity as an achievement and as a tool. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 1-14). Thousand Oaks, CA: Sage.

Antonek, J. L., McCormick, D. E., & Donato, R. (1997). The student teacher portfolio as
autobiography: Developing a professional identity. *The Modern Language Journal, 81*,
15-27.

Armour, W. S. (2000). Identity slippage: A consequence of learning Japanese as an additional language. *Japanese Studies, 20*, 255-268.

Armour, W. S. (2001). “This guy is Japanese stuck in a white man’s body”: A discussion of meaning making, identity slippage, and cross-cultural adaptation. *Journal of Multilingual & Multicultural Development, 22*, 1-18.

Atay, D., & Ece, A. (2009). Multiple identities as reflected in English-language education: The Turkish perspective. *Journal of Language, Identity, and Education*, *8*(1), 21-34.

Atkinson, D. R., Morten, G., & Sue, D. W. (1983). Proposed minority identity development

model. In D. R. Atkinson, G. Morten, and D. W. Sue (Eds.), *Counseling American minorities: A cross-cultural perspective* (pp. 35-52). Dubuque, IA: William C. Brown.

Auer, P. (Ed.), (1998).*Code-switching in conversation: Language, interaction and identity*. London, UK: Routledge.

Auer, P. (2005). A postscript: code-switching and social identity. *Journal of pragmatics*, *37*(3), 403-410.

Au, K. H., & Blake, K. M. (2003). Cultural identity and learning to teach in a diverse community: Findings from a collective case study. *Journal of Teacher Education, 54*(3), 192-205.

Austin, J. (2005). Investigating the self: Autoethnography and identity work. In J. Austin (Ed.), *Culture and identity* (2nd ed.) (pp. 17-30). Frenchs Forest, Australia: Pearson.

Bailey, K. M. (2010). Coat hangers, cowboys, and communication strategies: Seeking an identity as a proficient foreign language learner. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 14-22). New York, NY: Routledge.

Ballenger, C. (1997). Social identities, moral narratives, scientific argumentation: Science talk in a bilingual classroom, *Language and Education, 11*(1), 1-14.

Bamberg, M., de Fina, A., & Schiffrin, D. (Eds.). (2006). *Selves and identities in narratives and discourse*. Amsterdam, The Netherlands: John Benjamins.

Bamgbose, A. (1992). Standard Nigerian English: Issues of identification. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (2nd ed.) (pp. 148-161). Urbana, IL: University of Illinois at Urbana-Champaign Press.

Barrett, R. (2009). Language and identity in drag queen performances. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 250-257). Basingstoke, UK: Palgrave MacMillan.

Bartlett, L. (2008). Bilingual literacies, social identification, and educational trajectories. *Linguistics and Education*, *18*(3), 215-231.

Bassiouney, R. (2014). Language and identity in modern Egypt. Edinburgh, Scotland: Edinburgh University Press.

Beijaard, D., Verloop, N., & Vermunt, J. D. (2000). Teachers’ perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and teacher education*, *16*(7), 749-764.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers’ professional identity. *Teaching and teacher education*, *20*(2), 107-128.

Benson, P., & Nunan, D. (Eds.). (2004). *Learners' stories: Difference and diversity in language learning*. Cambridge, UK: Cambridge University Press.

Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique*. Oxford, UK: Rowman & Littlefield Publishers.

Bhabha, H. (1994). *The location of culture*. London, UK: Routledge.

Bhatia, V. K., & Allori, P. E. (Eds.). (2011). *Discourse and identity in the professions: Legal, corporate and institutional citizenship.* Bern, Switzerland: Peter Lang.

Bhatt, R. (2005). Expert discourses, local practices, and hybridity: The case of Indian

 Englishes. In S. Canagarajah (Ed.), *Reclaiming the local in language policy and*

 *practice.* Mahwah, NJ: Lawrence Erlbaum.

Bian, Y. (2009). The more I learned, the less I found my self. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (155-166). Clevedon, UK: Multilingual Matters.

Black, R. W. (2006). Language, culture, and identity in online fanfiction. *E-Learning, 3*(2), 170-184.

Block, D. (2002). Destabilized identity and cosmopolitanism across language and cultural borders: Two case studies. In P. Benson & D. Nunan (Eds.), *The Experience of Language Learning: A Special Issue of the Hong Kong Journal of Applied Linguistics, 7*(2), 1-19.

Block, D. (2006). Identity in applied linguistics. In T. Omoniyi & G. White (Eds.), *The sociolinguistics of identity* (pp. 34-49). London, UK: Continuum.

Block, D. (2006). *Multilingual identities in a global city: London stories*. London, UK: Palgrave Macmillan.

Block, D. (2007). *Second language identities*. London, UK: Continuum International Publishing Group.

Block, D. (2007). The rise of identity in SLA research, post Firth and Wagner (1997). *The Modern Language Journal*, *91*(s1), 863-876.

Block, D. (2010). Speaking *romance-esque*. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 23-29). New York, NY: Routledge.

Blommaert, J. (2006). Language policy and national identity. In T. Ricento (Ed.), *An*

 *introduction to language policy: Theory and Method* (pp. 238-254). Oxford, UK: Blackwell.

Bloomfield, D. (2000). Voices on the Web: Student teachers negotiating identity. *Asia-Pacific Journal of Teacher Education, 28*(3), 199-213.

Bolton, K., & Kwok, H. (1990). The dynamics of the Hong Kong accent: Social identity and sociolinguistic description. *Journal of Asian Pacific Communication, 1*(1), 147-172.

Bourdieu, P. (1991). *Language and symbolic power*. Cambridge, MA: Harvard University Press.

Brennan, M. (2010). Collaborating on community, sharing experience, troubling the symbolic. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 30-40). New York, NY: Routledge.

Britzman, D. P. (1992). The terrible problem of knowing thyself: Toward a poststructural account of teacher identity. *Journal of Curriculum Theorizing, 9*(3), 23-46.

Brodgen, L. (2010). Identities (academic + private) = subjectivities (desire): Re:collecting art∙i/f/acts. *Qualitative Inquiry, 16*(5), 368-377.

Brown, J. J. (2006). *The teacher-self: The role of identity in teaching.* (Unpublished doctoral dissertation). The University of Massachusetts, Lowell.

Bucholtz, M. (1999). “Why be normal?”: Language and identity practices in a community of nerd girls. *Language in society*, *28*(2), 203-223.

Bucholtz, M. (2004). Styles and stereotypes: The linguistic negotiation of identity among Laotian American youth. *Pragmatics,* *14*(2), 127-147.

Bucholtz, M., & Hall, K. (2004). Theorizing identity in language and sexuality research. *Language in Society, 33*(4), 501-547.

Bucholtz, M., & Hall, K. (2004). Language and identity. In A. Duranti (Ed.), *Companion to linguistic anthropology* (pp. 369-394). Malden, MA: Blackwell.

Bucholtz, M. (2009). ‘Why be normal?’: Language and identity practices in a community of nerd girls. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 215-228). Basingstoke, Hampshire, UK: Palgrave MacMillan.

Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. New York, NY: Routledge.

Calhoun, C. (1994). Social theory and the politics in identity. In C. Calhoun (Ed.), *Social theory and the politics of identit*y (pp. 9-36). Oxford, UK: Blackwell.

Cameron, D. (1997). Performing gender identity: Young men’s talk and the construction of heterosexual masculinity. In S. Johnson & U. Meinhof (Eds.), *Language and masculinity* (pp. 47-64). Oxford, UK: Blackwell.

Cameron, D. (2002). Globalization and the teaching of 'communication skills'. In D. Block & D. Cameron (Eds.), *Globalization and language teaching* (pp. 67-82). New York, NY: Routledge.

Canagajarah, A. S. (2004). Subversive identities, pedagogical safe houses, and critical

 learning. In B. Norton & K. Toohey (Eds.), *Critical pedagogies and language*

 *learning* (pp. 116-137). Cambridge, UK: Cambridge.

Canagarajah, S. (2010). Achieving community. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 41-49). New York, NY: Routledge.

Cashman, H. (2005). Identities at play: Language preference and group membership in bilingual talk in interaction. *Journal of Pragmatics, 37*(3), 301-315.

Chamberlin, C. R. (2002). “It’s not brain surgery”: Construction of professional identity through personal narrative. *Teaching and Learning: The Journal of Natural Inquiry and Reflection, 16*(3), 69-79.

Chang, B. (2010). Cultural identity in Korean English. *Pan-Pacific Association of Applied Linguistics*, *14*(1), 131-145.

Cherry, M. (2010). Another drink in Subanun. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 50-57). New York, NY: Routledge.

Cherry, R. (1988). Ethos versus persona: Self-representation in written discourse. *Written Communication*, *5*(3), 251-276.

Chiang, Y.-S. D., & Schmida, M. (1999). Language identity and language ownership: Linguistic conflicts of first-year university writing students. In L. Harklau, K. M. Losey, & M. Siegal (Eds.), *Generation 1.5 meets college composition: Issues in the teaching of writing to U.S.-educated learners of ESL* (pp. 81-96). Mahwah, NJ: Lawrence Erlbaum.

Chik, A. (2010). Nonghao, I am a Shanghai noenoe: How do I claim my Shanghaineseness? In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 58-65). New York, NY: Routledge.

Chik, A. (2014). Becoming English teachers in China: Identities at the crossroads. *The European Journal of Applied Linguistics, 2*(1), 135-146.

Choi, J. (2010). Living on the hyphen. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 66-73). New York, NY: Routledge.

Christison, M. A. (2010). Negotiating multiple language identities. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 74-81). New York, NY: Routledge.

Chun, E. (2001). The construction of white, black, and Korean American identities through African American Vernacular English. *Journal of Linguistic Anthropology, 11*(1), 52-62.

Ciepiela, K. (Ed.). (2011). *Identity through a language lens.* New York, NY: Peter Lang.

Clark, J. B. (2009). *Multilingualism, citizenship and identity.* London, UK: Continuum.

Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Clevedon, UK: Multilingual Matters.

Clarke, M. (2009). The ethico-politics of teacher identity. *Educational Philosophy and Theory,*
 *41*(2),185-200.

Coffey, S., & Street, B. (2008). Narrative and identity in the "language learning project." *The Modern Language Journal*, *92*(3), 452-464.

Coldron, J., & Smith, R. (1999). Active location in teachers’ construction of their professional identities. *Journal of Curriculum Studies, 31*(6), 711-726.

Cole, K., & Zuengler, J. (2003). Engaging in an authentic science project: Appropriating, resisting, and denying "scientific" identities. In R. Bayley & S. R. Schecter (Eds.), *Language socialization in bilingual and multilingual societies* (pp. 98-113). Clevedon, UK: Multilingual Matters.

Connelly, F. M., & Clandinin, D. J. (Eds.) (1999). *Shaping a professional identity. Stories of*
*educational practice*. New York, NY & London, UK: Teachers College Press.

Cote, J. E., & Levine, C. G. (2002). *Identity formation, agency, and culture: A social psychological synthesis*. Mahwah, NJ: Lawrence Erlbaum.

Coulmas, F. (2005). *Sociolinguistics: The study of speakers' choices*. Cambridge, UK: Cambridge University Press.

Coupland, J., & Gwyn, R. (Eds.), (203.*Discourse, the body, and identity*. Mahwah, N. J.: Lawrence Erlbaum.

Cross, R. (2006). Identity and language teacher education: The potential for sociocultural perspectives in researching language teacher identity. Retrieved from <http://www.aare.edu/au/06pap/cro06597.pdf>.

Cross, R., & Gearson, M. (2007). The confluence of doing, thinking, and knowing: Classroom
 practice as the crucible of foreign language teacher identity. In A. Berry, A. Clemans, & A. Costogriz (Eds.), *Dimensions of professional learning: Professionalism, practice, and identity* (pp. 53-68). Rotterdam, The Netherlands: Sense Publishers.

Cummings, M. C. (2010). Minna no Nihongo? Nai! In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 82-88). New York, NY: Routledge.

Cummins, J. (1996). *Negotiating identities: Education for empowerment in a diverse*

 *society.* Ontario, CA: California Association for Bilingual Education.

Cummins, J. (2001). *Negotiating identities: Education for empowerment in a diverse society* (2nd ed.). Los Angeles, CA: California Association for Bilingual Education.

Cummins, J. (2006). Identity texts: The imaginative construction of self through multiliteracies pedagogy. In O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman (Eds.), *Imagining multilingual schools: Languages in education and glocalization* (pp. 51-68). Clevedon, UK: Multilingual Matters.

Cummins, J., Hu, S., Markus, P., & Montero, M. K. (2015). Identity texts and academic achievement: Connecting the dots in multilingual school contexts. *TESOL Quarterly, 49*(3), 555-581.

Curtis, A., & Romney, M. (Eds). (2006). *Color, race and English language teaching: Shades of meaning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Davies, A. (1995). Proficiency or the native speaker: What are we trying to achieve in ELT? In G. Cook & B. Seidlhofer (Eds.), *Principle and practice in applied linguistic* (pp. 145-157). Oxford, UK: Oxford University Press.

Davies, B., & Harré, R. (1990). Positioning theory: The discursive construction of selves. *Journal of Theory and Social Behavior, 20*(1), 43-63.

Davis, B., & Sumara, D. J. (1997). Cognition, complexity, and teacher education. *Harvard Educational Review, 67*(1), 105-125.

Davis-Floyd, R., & Arvidson, P. S. (Eds.). (1997). *Intuition: The inside story: Interdisciplinary perspectives*. New York, NY: Routledge.

Day, C. (2002). School reform and transitions in teacher professionalism and identity.
*International Journal of Educational Research*, *37*(8), 677- 692.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture, and Society, 16*(1), 7-23.

Day, R. R. (1991). Models and the knowledge base of second language teacher education. In E. Sadtono (Ed.), *Issues in language teacher education* (pp. 38-48). Singapore, Singapore: SEAMEO Regional Language Centre.

De Costa, P. I. (2007). Notions of identity in the global use of English. *SAAL Quarterly, 79,* 6-11.

De Costa, P. I. (2007). The chasm widens: The trouble with personal identity in Singapore writing. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry, and dialogic activity in educational contexts* (pp. 190-234). Charlotte, NC: Information Age Publishing.

De Costa, P. I. (2010). Let’s collaborate: Using developments in global English research to advance socioculturally-oriented SLA identity work. *Issues in Applied Linguistics*, *18*(1), 99-124.

De Costa, P. I. (2015). Tracing reflexivity through a narrative and identity lens. In Y. L. Cheung, S.B. Said, & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 135-147). New York, NY: Routledge.

de Courtivron, I (Ed.). (2003). *Lives in translation: Bilingual writers on identity and creativity.* New York, NY: Palgrave MacMillan.

Delanty, G. (2003). *Community*. London, UK: Routledge.

Deterding, D., & Kirkspatrick, A. (2006) Emerging South-East Asian Englishes and

 intelligibility.*World Englishes,* *25*(3-4), 391-409.

Dewi, A. (2007). Shifts in NNESTs’ professional identity: An impact of language and culture immersion. *Asian EFL Journal, 9*(4), 111-125.

Dimitriadis, G. (2001). *Performing identity/performing culture: Hiphop as text, pedagogy, and lived practice*. New York, NY: Peter Lang.

Diniz de Figueiredo, E. H. (2011). Nonnative English speaking teachers in the United States: Issues of identity. *Language and Education,* *25*(5), 419–432.

Doran, M. (2004).  Negotiating  between *Bourge* and *Racaille*:  ‘Verlan’ as youth identity practice in suburban Paris.  In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 93-124).  Clevedon, UK:  Multilingual Matters.

Doran, M. (2007). Alternative French, alternative identities: Situating language in la Banlieue. *Contemporary French and Francophone Studies*, *11*(4), 497-508.

Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity and the L2 self*. Bristol, UK: Multilingual Matters.

Dotger, B., & Smith, M. (2009). "Where's the line?"–Negotiating simulated experiences to define teacher identity. *The New Educator*, *5*(2), 161-80.

Drass, K. A. (1986). The effect of gender identity on conversation. *Social Psychology Quarterly*, 294-301.

DuBois, I. (2010). *Discursive constructions of immigrant identity.* New York, NY: Peter Lang.

Duff, P. A. (2002). The discursive co-construction of knowledge, identity, and difference: An ethnography of communication in the high school mainstream. *Applied Linguistics, 23*(3), 289-322.

Duff, P. (2002). Pop culture and ESL students: Intertextuality, identity, and participation in classroom discussions. *Journal of Adolescent and Adult Literacy, 45*(6),482-487*.*

Duff, P. (2008). Language socialization, participation and identity: Ethnographic approaches. In S. May & N. Hornberger (Eds.), *Encyclopedia of language and education Vol. 2*: *Discourse and education* (pp. 107-119).New York, NY: Springer.

Duff, P. (2011). Pop culture and ESL students: Intertextuality, identity, and participation in classroom discussions. In L. Ortega (Ed.), *Second language acquisition*, Vol. V. New York, NY: Routledge. [Reprinted from *Journal of Adolescent and Adult Literacy*, 2002, 45, 482-7]

Duff, P. (2012). Identity, agency, and SLA. In A. Mackey & S. Gass (Eds.), *Handbook of second language acquisition* (pp. 410-426). London, UK: Routledge.

Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers’ sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly, 31*(3), 451-486.

Eckert, P. (1989). *Jocks and burnouts: Social categories and identity in the high school*. New York, NY: Teachers College Press.

Edge, J. (2010). Elaborating the monolingual deficit. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 89-96). New York, NY: Routledge.

Edley, N., & Wetherell, M. (1997). Jockeying for position: The construction of masculine identities. *Discourse & Society, 8*(2), 203-217.

Edwards, J. (2010). *Minority languages and group identity: Cases and categories.* Philadelphia, PA: John Benjamins.

Eljack, N. S. A. (2013). English and national identity. In T. Pattison (Ed.), *IATEFL 2012: Glasgow conference selections* (pp. 154-155). Canterbury, UK: IATEFL.

Ellis, R. (2010). Otra estación – A first Spanish lesson. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 103-107). New York, NY: Routledge.

Eljee, J. (2010). The foreign-ness of native speaking teachers of colour. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 97-102). New York, NY: Routledge.

Ellwood, C. (2008). Questions of classroom identity: What can be learned from

 codeswitching in classroom peer group talk? *The Modern Language Journal, 92*(4), 538-557.

Erikson, E. H. (1959). *Identity and the life cycle. Selected Papers.* New York, NY: International Universities Press.

Erikson, E. H. (1968). *Identity: Youth and crisis.* New York, NY: Norton.

Etus, Ö. (2014). Authoring professional identities: Perspectives on pre-service ELT teacher education in a Turkish context. *The European Journal of Applied Linguistics, 2*(1), 105-118.

Evans, K. (2002). *Negotiating the self: Identity, sexuality, and emotions in learning to teach*.
 New York, NY: Routledge.

Ewing, K. P. (2006). Revealing and concealing: Interpersonal dynamics and the negotiation of

identity in the interview. *Ethos, 34*(1), 89-122.

Evangelisti, P., & Garzone, G. (Eds.). (2010). *Discourse, identities and genres in corporate communication.* New York, NY: Peter Lang.

Fairclough, N. (1995). Critical language awareness and self-identity in education. In

 D. Corson (Ed.), *Discourse and power in educational organizations* (pp. 257-

 272). Toronto, CA: OISE Press.

Fairclough, N. (2002). Identity and social relations in media text. In M. Toolan (Ed.), *Critical discourse analysis: Critical concepts in linguistics* (pp. 262-284). New York, NY: Routledge.

Farrell, T.S.C. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, *39*(1), 54-62.

Fishman, J.A., & Garcia, O. (Eds.). (2010). *Handbook of language and ethnic identity* (Vol. 1). New York, NY: Oxford University Press.

Flowerdew, J. (2011) Action, content and identity in applied genre analysis for ESP. *Language Teaching, 44*(4), 516–528.

Flowerdew, J., & Leong, S. (2010) Presumed meaning in the discursive construction of socio-cultural and political identity (co-authored with Solomon Leong). *Journal of Pragmatics, 42*(8), 2240–2252.

Fouron, G. E., & Glick Schiller, N. (2001). The generation of identity: Redefining the second generation within a transnational social field. In H. R. Corder-Guzman, R. C. Smith, & R. Grosfoguel (Eds.), *Migration, transnationalization, and race in a changing New York* (pp. 58-86). Philadelphia, PA: Temple University Press.

Franzak, J.K. (2002). Developing a teacher identity: The impact of Critical Friends practice on the student teacher. *English Education, 34*(4), 258-281.

Friedman, D. A. (2010). Becoming national: Classroom language socialization and political identities in the age of globalization. *Annual Review of Applied of Linguistics, 30,* 193-210.

Friedman, J. (1997). Global crises, the struggle for identity and intellectual porkbarrelling: Cosmopolitan versus locals, ethnics and nationals in an era of de-hegemonization. In P. Werbner, & T. Modood (Eds.), *Debating cultural hybridity: Multicultural identities and the politics of antiracism* (pp. 70-89). London, UK: Zed Books.

Gao, Y. (2009). Language and identity: State of the art and a debate of legitimacy. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (pp. 101-119). Clevedon, UK: Multilingual Matters.

Gao, Y. (2010). Speaking to the world: Who, when, and how? An ethnographic study of slogan change and identity construction of Beijing Olympic games volunteers. *Asian Journal of English Language Teaching, 20*, 1-26.

Garafanga, J. (2001). Linguistic identities in talk-in-interaction: Order in bilingual conversation. *Journal of Pragmatics, 33*(12), 1901-1925.

Gee, H. P. (2005). *An introduction to discourse analysis: Theory and method* (2nd ed.).

 London, UK: Routledge.

Gee, J. (2000). Identity as an analytic lens for research in education. *Review of Research in Education, 25,* 99-125.

Georgakopoulou, A. (2007). *Small stories, interaction and identities*. Philadelphia, PA: John Benjamins.

Gergen, K. J. (1991).  *The saturated self: Dilemmas of identity in contemporary life.* New York, NY: Basic Books.

Giddens, A. (1991). *Modernity and self-identity: Self and society in the late modern age.* Stanford, CA: Stanford University Press.

Giroir, S. (2013). Narratives of participation, identity, and positionality: Two cases of Saudi learners of English in the United States. *TESOL Quarterly, 48*(1), 34-56.

Goodall, B. (2010). Bewitched: A microethnography of the culture of Majick in Old Salem. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 108-110). New York, NY: Routledge.

Goodson, E., & Walker, R. (1991). *Biography, identity and schooling: Episodes in education research*. London, UK: The Falmer Press.

Gordon, D. (2004). “I’m tired, you clean and cook”: Shifting gender identities and second language socialization. *TESOL Quarterly, 38*(3), 437-457.

Gordon, D. C. (1985). The Arabic language and national identity: The cases of Algeria and of Lebanon. In W. R. Beer & J. E. Jacobs (Eds.), *Language policy and national policy* (pp. 134-150). Totowa, NJ: Rowman & Allanheld.

Gounder, F. (2011). *Indentured identities: Resistance and accommodation in plantation-era Fiji.* Amsterdam, The Netherlands: John Benjamins.

Gotti, M. (Ed.). (2012). *Academic identity traits: A corpus investigation.* Bern, Switzerland: Peter Lang.

Graddol, D. (2006). *English next* (Vol. 62). London, UK: British Council.

Graham, S. L. (2007). Disagreeing to agree: Conflict, (im)politeness and identity in a computer-mediated community. *Journal* *of Pragmatics,* *39*(4), 742-759.

Greatbatch, D., & Dingwall, R. (1998). Talk and identity in divorce mediation. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 121-132). London, UK: Sage.

Gumperz, J. J. (1982). *Language and social identity*. Cambridge, UK: Cambridge University Press.

Ha, P. L. (2008). *Teaching English as an international language*: *Identity, resistance and*
*negotiation*. Clevedon, UK: Multilingual Matters.

Hall, S. (1990). Cultural identity and diaspora. In J. Rutherford (Ed.), *Identity, community, culture, difference* (pp. 222-237). London, UK: Lawrence and Wishart.

Hall, S. (1996). The question of cultural identity. In S. Hall, D. Held, D. Hubert, & K. Thompson (Eds.), *Modernity: An introduction to modern societies* (pp. 596-634). Oxford, UK: Blackwell.

Hamid, S. (2011). *Language use and identity.* New York, NY: Peter Lang.

Hansen, J. G., & Liu, J. (1997). Social identity and language: Theoretical and methodological issues. *TESOL Quarterly, 31*(3), 567-676.

Hatipoglu, C. (2007). (Im)politeness, national and professional identities and context: Some evidence from e-mailed ‘Call for Papers’. *Journal* *of Pragmatics,* *39*(4), 760-773.

Haugh, M. (2007). Emic conceptualisations of (im)politeness and face in Japanese: Implications for the discursive negotiation of second language learner identities. *Journal* *of Pragmatics,* *39*(4), 657-680.

Hawkins, M. (2005). Becoming a student: Identity work and academic literacies in early schooling. *TESOL Quarterly, 39*(1), 59-85.

He, A. W. (1995). Co-constructing institutional identities: The case of student counselees. *Research on Language and Social Interaction, 28*(3), 213-231.

Heidegger, M. (1969). *Identity and difference.* New York, NY: Harper & Row.

Heller, M. (1987). The role of language in the formation of ethnic identity. In J. Phinney & M. Rotheram (Eds.), *Children's ethnic socialization* (pp. 180-200). Newbury Park, CA: Sage.

Heller, M. (2002). Language, education, and citizenship in the post-national era: Notes from the front. *Working Papers on Language, Power, & Identity, 11*, 1-18.

Heller, M. (2003). Globalization, the new economy, and the commodification of language and identity. *Journal of Sociolinguistics 7*(4), 473-492.

Higgins, C. (2009). *English as a local language: Post-colonial identities and multilingual practices.* Clevedon, UK: Multilingual Matters.

Higgins, C. (2009). Western women’s resistance to identity slippage in Tanzania. In C. Higgins (Ed.), *Negotiating the self in a second language: Identity formation in a globalizing world*. Berlin, Germany: Mouton de Gruyter.

Ho, C. M. L. (2010). What’s in a question? The case of students’ enactments in the *Second Life* virtual world. *Innovation in Language Learning and Teaching, 4*(2), 151-176.

Hogg, M. A., Terry, D. J., & White, C. M. (1995). A tale of two theories: A critical comparison of identity theory with social identity theory. *Social Psychology Quarterly, 58*(4), 255-269.

Hoffman-Kipp, P. (2008). Actualizing democracy: The praxis of teacher identity construction. *Teacher Education Quarterly*, *35*(3), 151-64.

Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Cambridge, MA: Harvard University Press.

Holmes, J., Stubbe, M., & Vine, B. (1999). Constructing professional identity: ‘Doing power’ in policy units. In S. Sarangi & C. Roberts (Eds.), *Talk, work, and institutional order: Discourse in medical mediation and management settings* (pp. 351-385). Berlin, Germany: Mouton de Gruyter.

Hornberger, N. H. (2007). Commentary: Biliteracy, transnationalism, multimodality, and identity: Trajectories across time and space. *Linguistics and Education, 18,* 325-334.

Huang, I. (2014). Contextualizing teacher identity of non-native-English speakers in US secondary ESL classrooms: A Bakhtinian perspective. *Linguistics and Education, 25*, 119-128.

Ibrahim, A. (1999). Becoming Black: Rap and hip hop, race, gender, identity, and the politics of ESL learning. *TESOL Quarterly, 33*(3), 349-369.

Ibrahim, A. (2003). “Whassup, homeboy?” Joining the African diaspora: Black English as a symbolic site of identification and language learning. In S. Makoni, G. Smitherman, A. Ball, & A. Spears (Eds.), *Black linguistics: Language, society and politics in Africa and the Americas* (pp. 169-185). London, UK: Routledge.

Ilieva, R. (2010). Non-native English speaking teachers’ negotiations of program discourses in their construction of professional identities within a TESOL Program. *The Canadian Modern Language Review*, *66*(3), 343–369.

Ivanič, R. (1998). *Writing and identity: The discoursal construction of identity in academic writing.* Philadelphia, PA: John Benjamins Publishing.

Jenkins, J. (2006). English pronunciation and second language speaker identity. In T. Omoniyi & G. White (Eds.), *The sociolinguistics of identity* (pp. 75-91). London, UK: Continuum.

Jenkins, J. (2007). *English as a lingua franca: Attitude and identity.* Oxford, UK: Oxford University Press.

Jenkins, R. (2008). *Social identity* (3rd ed.). New York, NY: Routledge.

Jie, D. (2011). *Discourse, identity and China’s internal migration: The long march to the city.* Clevedon, UK: Multilingual Matters.

Jiménez Raya, M. (2009). On inquiry, action and identity in professional development towards pedagogy for autonomy. In F. Vieira (Ed.), *Struggling for autonomy in language education. Reflecting, acting, and being* (pp. 187-195). Frankfurt am Main, Germany: Peter Lang.

Jo, H. Y. (2001). 'Heritage' language learning and ethnic identity: Korean Americans' struggle with language authorities. *Language Culture and Curriculum*, *14*(1), 26-41.

Johnson, K. (2001). Social identities and the NNES MATESOL student. Bloomington, IN: Indiana University. ERIC Document Reproduction Service No. ED457682. Report No. FL-026-902. Retrieved from <http://eric.ed.gov/PDFS/ED457682.pdf>.

Johnson, K. (2003). “Every experience is a moving force”: Identity and growth through mentoring. *Teaching and Teacher Education, 19(8)*, 787-800.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective*. New York, NY: Routledge.

Jones, S. H. (2010). Am I that name? In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 111-117). New York, NY: Routledge.

Kabuto, B. (2010). *Becoming biliterate: Identity, ideology, and learning to read and write in two languages.* London, UK: Routledge.

Kamada, L. (2009). *Hybrid identities and adolescent girls: Being ‘half’ in Japan.* Clevedon, UK: Multilingual Matters.

Kanno, Y. (2000). Bilingualism and identity: The stories of Japanese returnees. *International Journal of Bilingual Education and Bilingualism*, *3*(1), 1-18.

Kanno, Y. (2003). *Negotiating bilingual and bicultural identities: Japanese returnees betwixt two worlds*. Mahwah, NJ: Lawrence Erlbaum.

Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in practice. *Modern Language Journal*, *95*(2), 236-252.

Kaplan, A. (1993). *French lessons: A memoir*. Chicago, IL: The University of Chicago Press.

King, B. (2008). “Being gay guy, that is the advantage”: Queer Korean language learning and identity construction. *Journal of Language, Identity, and Education, 7*(3-4), 230-252.

Kinginger, C. (2004). Alice doesn’t live here anymore: Foreign language learning and identity reconstruction. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 219-242). Clevedon, UK: Multilingual Matters.

Kinginger, C. (2011). National identity and language learning abroad: American students in the post-9/11 era. In C. Higgins (Ed.), *Identity formation in globalizing contexts: Language learning in the new millennium* (pp. 147–166). Berlin, Germany: Mouton de Gruyter.

Kissau, S. (2008). Gender identity and homophobia: The impact on adolescent males studying French. *Modern Language Journal, 92*(3), 402-413.

Koven, M. (2007). *Selves in two languages: Bilinguals’ verbal enactments of identity in French and Portuguese.* Philadelphia, PA: John Benjamins.

Kraidy, M. M. (2005). *Hybridity, or the cultural logic of globalization*. Philadelphia, PA: Temple University Press.

Kramsch, C. (1993). *Context and culture in language teaching*. Oxford, UK: Oxford University Press.

Kramsch, C. (1998). *Language and culture*. Oxford, UK: Oxford University Press.

Kramsch, C. (2001). Intercultural communication. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages*. Cambridge, UK: Cambridge University Press.

Kramsch, C. (2004). Language, thought, and culture. In A. Davies & C. Elder (Eds.), *The handbook of applied linguistics* (pp. 235-261). Malden, MA: Blackwell Publishing.

Kroskrity, P. V. (1993). *Language, history, and identity: Ethnolinguistic studies of the*

*Arizona Tewa*. Tucson, AZ: University of Arizona Press.

Kroskrity, P. V. (2000). Regimenting languages: Language ideological perspectives. In P. V. Kroskrity (Ed.), *Regimes of language: Ideologies, polities, and identities* (pp. 1-34). Santa Fe, NM: School of American Research Press.

Kubota, R. & Lin, A. (2009). *Race, culture, and identities in second language education.* New York, NY: Routledge.

Kumaravadivelu, B. (2008). *Cultural globalization and language education.* New Haven, CT: Yale University Press.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899-916.

Lee, E., & Simon-Maeda, A. (2006). Racialized research identities in ESL/EFL research. *TESOL Quarterly, 40*(3), 573-594.

Lee, H. (2007). Korean students’ perceptions of identities and cultural capital. *Sociolinguistic Studies, 1*(1), 107-129.

Lee, H. (2008). Learner agency and identity in second language writing. *ITL International Journal of Applied Linguistics, 156*, 109-128.

Lee, H., & Maguire, M. H. (2011). International students and identity: Resisting dominant ways of writing and knowing in academe. In D. Starke-Meyerring, A. Paré, N. Artemeva, M. Horne, & L. Yousoubova (Eds.), *Writing in knowledge societies* (pp. 351-370)*.* Anderson, SC: Parlor Press.

Lee, S. K. (2003). Multiple identities in a multicultural world: A Malaysian perspective. *Journal of Language, Identity, and Education, 2*(3), 137-158.

Lemke, J. L. (2002). Language development and identity: Multiple timescales in the social ecology of learning. In C. Kramsch (Ed.), *Language acquisition and language socialization: Ecological perspectives* (pp. 68–87). London, UK: Continuum.

Le Page, R. B., & Tabouret-Keller, A. (1985). *Acts of identity: Creole based approaches to language and ethnicity*. Cambridge, UK: Cambridge University Press.

Levinson, B. A. (2001). *We are all equal: Student culture and identity at a Mexican secondary school, 1988-1998*. Durham, NC: Duke University Press.

Li, D. C. S. (2009). Researching non-native speakers’ views toward intelligibility and identity: Bridging the gap between moral high grounds and down-to-earth concerns. In F. Sharifian (Ed.), *English as an international language: Perspectives and pedagogical issues* (pp. 81-119). Tonawanda, NY: Multilingual Matters.

Li, X. (2007). Identity puzzles: Am I a course instructor or a non-native speaker? In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry and dialogic activity in education contexts* (pp. 23-44). Charlotte, NC: Information Age Publishing.

Li, X. (2007). Souls in exile: Identities of bilingual writers. *Journal of Language, Identity, and Education, 6*(4), 259-275.

Li, Z. (2009). *Beautiful English* versus t*he multilingual self*. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (pp. 120-136). Clevedon, UK: Multilingual Matters.

Li, Z. (2009). Understanding ourselves through *teacher man*. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (pp. 227-240). Clevedon, UK: Multilingual Matters.

Lin, A., Wang, W., Akamatsu, N., & Riazi, A. M. (2002). Appropriating English, expanding identities, and re-visioning the field: From TESOL to teaching English for glocalized communication (TEGCOM), *Journal of Language, Identity, and Education, 1*(4), 295-316.

Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G.T., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL: Theorizing our lived experiences. *TESOL Quarterly, 38*(3), 487-504.

Lin, A. (2008). *Problematizing identity: Everyday struggles in language, culture, and education*. New York, NY: Routledge.

Lin, A. (2010). English and me: My language learning journey. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 118-124). New York, NY: Routledge.

Liu, J. (2010). Adaptive cultural transformation: Quest for dual social identities. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 125-130). New York, NY: Routledge.

Liu, Y. (2009). Teachers’ identities in personal narratives. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (pp. 255-267). Clevedon, UK: Multilingual Matters.

Lo, J. (2000). Beyond happy hybridity: Performing Asian-Australian identities. In I. Ang, S. Chalmers, L. Law & M. Thomas (Eds.), *Alter/Asians: Asian-Australian identities in art, media and popular culture* (pp. 152-168). Sydney, Australia: Pluto Press.

Lo Bianco, J., Orton, J., & Gao, Y. (2009), *China and English: Globalisation and dilemmas of identity*. Clevedon, UK: Multilingual Matters.

LoCastro, V., & Tapper G. (2006). International teaching assistants and teacher identity. *Journal of Applied Linguistics, 3*(2), 185-218.

### Lopez., F. (2010). Identity and motivation among Hispanic ELLs. *Education Policy Analysis Archives, 18*(16), 1-29.

Luke, A. (2010). On this writing: An autotheoretic account. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 131-139). New York, NY: Routledge.

Lvovich, N. (1997). *The multilingual self: An inquiry into language learning*. Mahwah, NJ: Lawrence Erlbaum.

Lvovich, N. (2003). Sociocultural identity and academic writing: A second-language learner profile. *Teaching English in the Two Year College, 31*(2), 179-192.

Lytra, V. (2007). *Play frames and social identities: Contact encounters in a Greek primary school*. Philadelphia, PA: John Benjamins.

MacLure, M. (1993). Arguing for your self: Identity as an organizing principle in teachers’ jobs and lives. *British Educational Research Journal, 19*(4), 311-322.

Maguire, M. (2008). ‘End of term’: Teacher identities in a post-work context. *Pedagogy, Culture, and Society,16*(1), 43-55.

Maher, J. (2005). Metroethnicity, language, and the principle of cool. *International Journal of the Sociology of Language, 175/176*, 83-102.

Mantero, M. (Ed.). (2007). *Identity and second language learning: Culture, inquiry and dialogic activity in educational context.* Charlotte, NC: Information Age Publishing.

Marshall, S., & Mossman, T. (2010). Changing identities in Japanese-English bicultural names: From parents to children. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 147-154). New York, NY: Routledge.

Martel, J. (2015) Learning to teach a foreign language: Identity negotiation and conceptualizations of pedagogical progress. *Foreign Language Annals, 48*(3), 394-412.

Martel, J., & Wang, F. (2014). Language teacher identity. In M. Bigelow & J. Ennser-Kananen (Eds.), The Routledge handbook of educational linguistics (pp. 289–300). New York, NY: Routledge.

Martin-Jones, & Heller, M. (Eds.) (1996). Education in multilingual settings: Discourse, identities, and power [Two-part special issue]. *Linguistics and Education, 8,* 3-16*.*

Matsumoto, Y. (2002). Gender identity and the presentation of self in Japanese language and culture in teaching Japanese as a foreign language. *Japanese Language and Literature, 37*, 27-48.

McBride, K., & Fägersten, K. B. (2008). Students role in distance learning. In S. Goertler & P. Winke (Eds.), *Opening doors through distance language education: Principles, perspectives, and practices* (pp. 43-66). San Marcos, TX: CALICO.

McCarthey, M. (2010). The *festival* incident. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 140-146). New York, NY: Routledge.

McKay, S., & Wong, S. (1996). Multiple discourses, multiple identities: Investment and agency in second-language learning among Chinese adolescent immigrant students. *Harvard Educational Review, 66*(3), 577-608.

Menard-Warwick, J. (2005). Both a fiction and existential fact: Theorizing identity in second language acquisition and literacy studies. *Linguistics and Education, 16*(3), 253-274.

Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Case studies from the Americas. *TESOL Quarterly, 42*(4), 616-640.

Menard-Warwick, J. (2009). *Gendered identities and immigrant language learning.* Clevedon, UK: Multilingual Matters.

Menard-Warwick, J. (2013). *English language teachers on the discursive faultlines: Identities, ideologies and pedagogies*. Bristol, UK: Multilingual Matters.

Miller, J. (2003). *Audible difference: ESL and social identity in schools.* Clevedon, UK: Multilingual Matters.

Miller, J. (2004). Identity and language use: The politics of speaking ESL in schools. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 290-315). Clevedon, UK: Multilingual Matters.

Miller, J. (2009). Teacher identity. In A. Burns & J. C. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 172-181). New York, NY: Cambridge University Press.

Milner, M. (2004). *Freaks, geeks, and cool kids*. New York, NY: Routledge.

Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualization in bilingual and second language education. In J. Brutt-Griffler & M. Varghese (Eds.), *Re-writing bilingualism and the bilingual educator’s knowledge base* (pp. 80–96). Clevedon, UK: Multilingual Matters.

Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualization in bilingual and second language education. *Bilingual Education and Bilingualism, 7,* 172-188.

Morgan, B. (2011). Identity in second language teaching and learning. In Eli Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 817-836), New York, NY: Routledge.

Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly*, *38*(4), 573-603.

Morton, T., & Gray, J. (2010). Personal practical knowledge and identity in lesson planning

 conferences on a pre-service TESOL course. *Language Teaching Research*, *14*(3), 297-317.

Motschenbacher, H. (2010). *Language, gender and sexual identity: Postculturalist perspectives*. Philadelphia, PA: John Benjamins.

Muecke, S. (2010). Berlin Babylon. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 155-163). New York, NY: Routledge.

Murray, D. E. (2010). Changing stripes – Chameleon or tiger? In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 164-169). New York, NY: Routledge.

Nagamato, H. (2012). *Exploring Japanese university teachers’ professional identity*. Tonawanda, NY: Multilingual Matters.

Namaghi, S. A. O. (2009). A data-driven conceptualization of language teacher identity in the context of public high schools in Iran. *Teacher Education Quarterly*, *36*(2), 111-124.

Nelson, C. (1999). Sexual identities in ESL: Queer theory and classroom inquiry. *TESOL Quarterly*, *33*(3), 371-391.

Nelson, C. (2009). *Sexual identities in English language education: Classroom conversations.* New York, NY: Routledge.

Nelson, C. D. (2010). Vanishing acts. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 170-176). New York, NY: Routledge.

##### Nero, S. (2005). Language, identities, and ESL Pedagogy. *Language and Education 19*(3), 194-211.

##### Nero, S. (2006). Language, identity, and education of Caribbean English speakers. *World Englishes, 25*(3/4), 501-511.

##### Nero, S. (2014). Classroom encounters with Caribbean Creole English: Language, identities, pedagogy. In A. Mahboob, & L. Barratt (Eds.). *Englishes in multilingual contexts: Language variation and education* (pp. 33-46). New York, NY: Springer.

Nino-Murcia, M., & Rothman, J. (Eds.). (2008). *Bilingualism and identity: Spanish at the crossroads with other languages.* Amsterdam, The Netherlands: John Benjamins.

Nguyen, H. T., & Kellogg, G. (2005). Emergent identities in on-line discussions for second language learning. *The Canadian Modern Language Review, 62*(1), 111-136.

Nguyen, H., Noji, F., & Kellogg, G. (2009). Students’ identity construction in a content-based instruction program: Perspectives from a community college classroom. In K. M. Bailey & M. G. Santos (Eds.) *Research on ESL in U. S. community colleges* (pp. 142-156). Ann Arbor, MI: University of Michigan.

Niño-Murcia, M., & Rothman, J. (Eds.). (2008). *Bilingualism and identity: Spanish at the crossroads with other languages*. Philadelphia, PA: John Benjamins.

Nobuko, K. (2008). A perfectly ordinary ethnic Korean in Japan. In D. B. Willis & S. Murphy-Shigematsu (Eds.), *Transcultural Japan: At the borderlands of race, gender, and identity*. New York, NY: Routledge.

Norris, S. (2011). *Identity in interaction.* Berlin, Germany: De Gruyter.

Norton, B. (1997). Language, identity, and the ownership of English. *TESOL Quarterly*, *31*(3), 409-429.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity, and educational change*. London, UK: Longman.

Norton, B. (2006). Identity as a sociocultural construct in second language education. In K. Cadman & K. O’Regan (Eds.), *Tales out of school: Special issue of TESOL in Context* (pp. 22-33). Cambridge, UK: Cambridge University Press.

Norton, B. & McKinney, C. (2011). An identity approach to second language acquisition. In D. Atkinson (Ed.), *Alternative approaches to second language acquisition* (pp. 73-94). New York, NY: Routledge.

Norton Peirce, B. (1995). Social identity, investment, and language learning. *TESOL*

 *Quarterly,* *29*(1), 9-31.

Norton, B., & Toohey, K. (2002). Identity and language learning. In R. Kaplan (Ed.), *Oxford University handbook of applied linguistics* (pp. 115-123). Oxford, UK: Oxford University Press.

Nunan, D. (2010). Dog rice and cultural dissonance. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 177-185). New York, NY: Routledge.

Nunan, D., & Choi, J. (Eds.). (2010). *Language and culture: Reflective narratives and the emergence of identity*. New York, NY: Routledge.

Nunan, D., & Choi, J. (2010). Language, culture, and identity: Framing the issues. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 1-13). New York, NY: Routledge.

Ochs, E. (1993). Constructing social identity: A language socialization perspective. *Research on Language and Social Interaction, 26*(3), 287-306.

O'Connor, K. (2001). Contextualization and the negotiation of social identities in a geographically distributed situated learning project. *Linguistics and Education, 12*(3), 285-308.

O'Connor, K. (2003). Communicative practice, cultural production, and situated learning: Constructing and contesting identities of expertise in a heterogeneous learning context. In S. Wortham & B. Rymes (Eds.), *Linguistic anthropology of education* (pp. 61-91). Westport, CT: Praeger.

Ogulnick, K. (1998). Onna rashiku (like a woman): *The diary of a language learner in Japan*. Albany, NY: State University of New York Press.

Office of Instructional Services. (1996). *Identification, assessment, and programming system for students in the English for Second Language Learners (ESLL) program* (No. RS 96-8305). Honolulu, HI: Hawai‘i State Department of Education.

Ohara, Y. (2009). Identity theft or revealing one’s true self?: The media and construction of identity in Japanese as a foreign language. In C. Higgins (Ed.), *Negotiating the self in a second language: Identity formation in a globalizing world*. Berlin, Germany: Mouton de Gruyter.

Olsen, B. (2008). Introducing teacher identity and this volume. *Teacher Education Quarterly, 35*(3), 3-6.

Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly, 35*(3), 23-40.

Otsuji, Emi. (2010). ‘Where am I from’: Performative and ‘metro’ perspectives of origin. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 186-193). New York, NY: Routledge.

Palmer, J. D. (2006). Negotiating the indistinct: Reflections of a Korean adopted American working with Korean born, Korean Americans. *Qualitative Research, 6*(473), 473-495.

Palmer, J. D. (2007). Who is the authentic Korean American? Korean-born Korean American high school students' negotiations of ascribed and achieved identities. *Journal of Language, Identity, and Education, 6*(4), 277-298.

Palmer, P. (1997). The heart of a teacher: Identity and integrity in teaching. *Change*, *29*(6), 14-21.

Pandey, A. (2004). Culture, gender, and identity in cross-cultural personals and

 matrimonials. *World Englishes, 23*(3), 403-427.

Park, G. (2012). 'I am never afraid of being recognized as an NNES': One teacher's journey in claiming and embracing her nonnative speaker identity. *TESOL Quarterly*, *46*(1), 127-151. doi:1002/tesq.4

Pavlenko, A. (2001). “How am I to become a woman in an American vein?”: Transforming of gender performance in second language learning. In A. Pavlenko, A. Blackledge, & I. Piller (Eds.), *Multilingualism, second language learning and gender* (pp. 134-174). Berlin, Germany: Mouton de Gruyter.

Pavlenko, A. (2003). “I never knew I was bilingual”: Re-imagining teacher identities in TESOL. *Journal of Language, Identity and Education, 2*(4), 251-268.

Pavlenko, A. (2004). 'The making of an American': Negotiation of identities at the turn of the twentieth century. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 34-67)*.* Clevedon, UK: Multilingual Matters.

Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics, 28*(2), 163-188.

Pavlenko, A., & Blackledge, A. (2004) (Eds.). *Negotiation of identities in multilingual contexts*. Clevedon, UK: Multilingual Matters.

Pavlenko, A., & Blackledge, A. (2004). New theoretical approaches to the study of negotiation of identities in multilingual contexts. In A. Pavlenko & A. Blackledge (Eds.), *Negotiation of identities in multilingual contexts* (pp. 1-33). Clevedon, UK: Multilingual Matters.

Pavlenko, A., & Lantolf, J. (2000). Second language learning as participation and the (re)construction of selves. In J. Lantolf (Ed.), *Sociocultural theory and second language learning* (pp. 155-177). New York, NY: Oxford.

Pavlenko, A. & Norton, B. (2005). Imagined communities, identity and English language learning. In J. Cummins & C. Davison (Eds.), *Kluwer Handbook of English Language Teaching*. Dordrecht, The Netherlands: Kluwer.

Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly, 29*(1), 9-31.

Pennycook, A. (2003). Global Englishes, Rip Slyme, and performativity*. Journal of*

 *Sociolinguistics, 7*(4),513-533.

Pennycook, A. (2005). Performing the personal. *Journal of Language, Identity & Education, 4*(4), 297-304.

Pennycook, A. (2009). Refashioning and performing identities in global hip-hop. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 326-340). Basingstoke, Hampshire, UK: Palgrave MacMillan.

Pennycook, A. (2010). Sweating cheese and thinking otherwise. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 194-198). New York, NY: Routledge.

Penuel, W., & Wertsch, J. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist, 30*(2), 83-92.

Pfeiffer, P. C., & Byrnes, H. (2009). Learning, and identity of majors: A case study of program outcomes evaluation. In J. Norris, J. M. Davis, C. Sinicrope, & Y. Watanabe (Eds.), *Toward useful program evaluation in college foreign language education* (pp. 183-208). Honolulu, HI: University of Hawai’i Press, Second Language Teaching and Curriculum Center.

Phan, L. H. (2004). University classrooms in Vietnam: Contesting the stereotypes. *ELT*

 *Journal, 58*(1), 50-57.

Phinney, J. S. (1990). Ethnic identity in adolescents and adults: Review of research.

*Psychological Bulletin, 108*(3), 499-514.

Piller, I. (2002). Passing for a native speaker: Identity and success in second language learning. *Journal of Sociolinguistics, 6*(2), 179-206.

Pratt, M. (2010). Identity: Skin, blood, heart. In C. McCann & S. Kim (Eds.), *Feminist theory reader* (pp. 263-269). New York, NY: Routledge.

Price, S. (1996). Comments on Bonny Norton Peirce's "Social identity, investment, and language learning": A reader reacts. *TESOL Quarterly, 30*(2), 331-337.

Rampton, B. (1995). *Crossing: Language and ethnicity among adolescents*. London, UK: Longman.

Rea-Dickens, P., Kiely, R., & Yu, G. (2007). Student identity, learning and progression: The affective and academic impact of IELTS on successful candidates. In P. McGovern & S. Walsh (Eds.), *IELTS research reports, Vol. 7* (pp. 59-136). Canberra, Australia: IELTS Australia.

Reyes, A. (2007). *Language, identity, and stereotype among Southeast Asian American youth: The other Asian*. Mahwah, NJ: Lawrence Erlbaum.

Rhoads, R. A. (1999). The politics of culture and identity: Contrasting images of multiculturalism and monoculturalism. In K. M. Shaw, J. R. Valadez, & R. A. Rhoads, (Eds.), *Community colleges as cultural texts: Qualitative exploration of organizational and student culture* (pp. 103-124). Albany, NY: State University of New York Press.

Ricento, T. (2005). Considerations of identity in L2 learning. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (pp. 895-910). Mahwah, NJ: Lawrence Erlbaum.

Richards, K. (2006). ‘Being the teacher’: Identity and classroom conversation. *Applied Linguistics*, *27*(1), 51-77.

Richards, K. (2006). *Language and professional identity*. Basingstoke, Hampshire, UK: Palgrave Macmillan.

Richards, K. (2009). Identity and positioning in academic argument. In M. Gotti & D. Giannoni (Eds.), *Trading Identities: Commonality and individuality in English academic discourse* (pp. 83-113). Bern, Switzerland: Peter Lang.

Riley, P. (2010). Reflections on identity, modernity, and the European language portfolio. In B. O’Rourke & L. Carson (Eds.), *Language learner autonomy: Policy, curriculum, classroom* (pp. 373-385). Oxford, UK: Peter Lang.

Ronai, C., & Cross, R. (1998). Dancing with identity: Narrative resistance strategies of male and female stripteasers. *Deviant Behavior: An Interdisciplinary Journal, 19*(2), 99-119.

Rubin, D. L. (Ed.). (1995). *Composing social identity in written language.* Mahwah, NJ: Lawrence Erlbaum.

Rubdy, R., & Alsagoff, L. (2013). *The global-local interface and hybridity: Exploring language and identity*. Bristol, UK: Multilingual Matters.

Rymes, B. (2001). *Conversational borderlands: Language and identity in an urban alternative high school*. New York, NY: Teachers College Press.

Sakui, K., & Gaies, S. J. (2002). Beliefs and professional identity: A case study of a Japanese

teacher of EFL writing. *The Language Teacher, 26*(6). Retrieved from

<http://www.jalt-publications.org/>

Salaberri, S. M., & Appel, G. (2003). Assessment and diversity: Development of personal identities through portfolios. In M. J. Raya & T. Lamb. (Eds.), *Differentiation in the modern languages classroom* (pp. 211-229). Frankfurt am Main, Germany: Peter Lang.

Samuel, M., & Stephens, D. (2000). Critical dialogues with self: Developing teacher identities
 and roles—a case study of South African student teachers. *International* *Journal of Educational Research, 33*(5), 475–491.

Schenkein, J. (1978). Identity negotiations in conversation. In J. Schenkein (Ed.), *Studies in the organization of conversational interaction* (pp. 57-78). New York, ny: Academic Press.

Schmid, C. (2001). *The politics of language: Conflict, identity, and cultural pluralism in comparative perspective.* Oxford, UK: Oxford University Press.

Sebba, M., & Tate, S. (2002). “Global” and “local” identities in the discourses of British-born Caribbeans. *The International Journal of Bilingualism, 6*(1), 75-89.

Sexton, D. (2008). Student teachers negotiating identity, role, and agency. *Teacher Education Quarterly*, *35*(3), 73-88.

Shankar, S. (2008). Speaking like a model minority: “FOB” styles, gender, and racial meanings among Desi teens in Silicon Valley. *Journal of Linguistic Anthropology, 18*(2), 268-289.

Shardakova, M., & Pavlenko, A. (2004). Identity options in Russian textbooks. *Journal of Language, Identity and Education, 3*(1), 25-46.

Sharkey, J., Shi, L., Thompson, B., & Norton, B. (2003). Dialogues around “Social identity, investment and language learning” by Bonny Norton Peirce (1995). In J. Sharkey & K. Johnson (Eds.), *The TESOL Quarterly Dialogues* (pp. 55-74). Alexandria, VA: TESOL.

Simon-Maeda, A. (2004). Transforming emerging feminist identities: A course on gender and language issues. In B. Norton & A. Pavlenko (Eds.), *Gender and English language learners* (pp. 127-143). Alexandria, VA: TESOL.

Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly, 38*(3), 405-436.

Singh, P., & Doherty, C. (2004). Global cultural flows and pedagogic dilemmas: Teaching in the global university contact zone. *TESOL Quarterly, 38*(1), 9-42.

Smith, R. G. (2007). Developing professional identities and knowledge: Becoming primary teachers. *Teachers and Teaching: Theory and Practice, 13*(4), 377-397.

Soreide, G. E. (2006). Narrative construction of teacher identity: Positioning and negotiation. *Teachers and Teaching: Theory and Practice*, *12*(5), 527–547.

Spencer-Oatey, H. (2007). Theories of identity and the analysis of face. *Journal* *of Pragmatics,* *39*(4), 639-656.

Spencer-Oatey, H., & Ruhi, S. (2007). Identity, face and (im)politeness. *Journal* *of Pragmatics,* *39*(4), 635-638.

Stets, J. E., & Burke, P. J. (2000). Identity theory and social identity theory. *Social Psychology Quarterly, 63*(3), 224-237.

Stroud, C., & Wee, L. (2007). A pedagogical application of liminalities in social positioning: Identity and literacy in Singapore. *TESOL Quarterly, 41*(1)*,* 33-54.

Stroud, C., & Wee, L.  (2007). Consuming identities: Language planning and policy in Singaporean late modernity. *Language Policy*, *6*(2), 253-279.

Stroud, C., & Wee, L. (2011). *Style, identity and literacy: English in Singapore.* Clevedon, UK: Multilingual Matters.

Suleiman, Y. (2011). *Arabic, self, and identity: A study in conflict and displacement.* New York, NY: Oxford University Press.

Syed, Z. (2001). Notions of self in foreign language learning: A qualitative analysis. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition* (pp. 127-147). Honolulu, HI: University of Hawai’i Press.

Tabouret-Keller, A. (1997). Language and identity. In F. Coulmas (Ed.), *The handbook of sociolinguistics* (pp. 315-326). Oxford, UK: Blackwell Publishers.

Takahashi, K. (2010). Multilingual couple talk: Romance, identity and the political economy of language. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 199-207). New York, NY: Routledge.

Talmy, S. (2006). The other *other*: Micronesians in a Hawai‘i high school. In C. C. Park, R. Endo, & A. L. Goodwin (Eds.), *Asian and Pacific American education: Learning, socialization, and identity* (pp. 19-49). Greenwich, CT: Information Age.

Talmy, S. (2008). The cultural productions of the ESL student at Tradewinds High: Contingency, multidirectionality, and identity in L2 socialization. *Applied Linguistics, 29*(4), 619-644.

Talmy, S. (2009). Forever FOB?: Resisting and reproducing the Other in high school ESL. In A. Reyes & A. Lo (Eds.), *Beyond Yellow English: Toward a linguistic anthropology of Asian Pacific America* (pp. 347-365). New York, NY: Oxford University Press.

Talmy, S. (2011). The interview as collaborative achievement: Interaction, identity, and ideology in a speech event. *Applied Linguistics, 32*(1), 25-42.

Taniguchi, S. (2010). Transforming identities in and through narrative. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 208-214). New York, NY: Routledge.

Taylor, C. (1985). *Human agency and language*. New York, NY: Cambridge University Press.

Taylor, C. (1989). *Sources of the self: The making of the modern identity*. Cambridge, MA: Harvard University Press.

Taylor, F. (2013). *Self and identity in adolescent foreign language learning*. Bristol, UK: Multilingual Matters.

Thesen, L. (1997). Voice, discourse, and transition: In search of new categories in EAP. *TESOL Quarterly, 31*(3), 487-511.

Thorne, S. L., & Black, R. W. (2011). Identity and interaction in internet-mediated contexts. In C. Higgins (Ed.), *Identity Formation in Globalizing Contexts* (pp. 257-278). New York, NY: Mouton de Gruyter.

Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon, UK: Multilingual Matters.

Toohey, K., & Norton, B. (2010). Language learner identities and sociocultural worlds. In R. B. Kaplan (Ed.), *The Oxford handbook of applied linguistics* (pp. 178-188). Oxford, UK: Oxford University Press.

Torras, M.C., & Gafaranga, J. (2002). Social identities and language alternation in non-formal institutional bilingual talk: Trilingual service encounters in Barcelona. *Language in Society*, *31*(4), 527-548.

Tran, L. T. (2008). Unpacking academic requirements: International students in Management and Education disciplines. *Higher Education Research & Development, 27*(3), 245-256.

Tremmel, B., & De Costa, P.I. (2011). Exploring identity in SLA: A dialogue about methodologies. *Language Teaching, 44*(4), 540-542.

Trosset, C. S. (1993). The social identity of language learners. *Language in Society, 15,* 165-192.

Tse, L. (1998). Ethnic identity formation and its implications for heritage language development.

In S. Krashen, L. Tse, & J. McQuillan (Eds.) *Heritage language development* (pp. 15-29). Culver City, CA: Language Education Associates.

Tse, L. (2000). The effects of ethnic identity formation on bilingual maintenance and

development: An analysis of Asian American narratives*. International Journal of Bilingual Education and Bilingualism, 3*(3), 185-200.

Tsui, A. (2007). Complexities of identity formation: A narrative inquiry on an EFL teacher. *TESOL Quarterly, 41*(4), 657-680.

Tsui, A., & Tolefson, J. (Eds.). (2007). *Language policy, culture, and identity in Asian contexts.* Mahwah, NJ: Lawrence Erlbaum.

Tutunis, B. (2013). Construction of identity in teacher candidates. In T. Pattison (Ed.), *IATEFL 2012: Glasgow conference selections* (pp. 28-30). Canterbury, UK: IATEFL.

Ullman, C. (1997). *Social identity and the adult ESL classroom*. Retrieved from <http://www.cal.org/caela/esl_resources/digests/socident.html>

Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 215- 228). Bristol, UK: Multilingual Matters.

Valentine, T. (2009). World Englishes and gender identities. In B. Kachru, Y. Kachru, & C. L. Nelson (Eds.), *The handbook of world Englishes* (pp. 567-580). Malden, MA: Wiley-Blackwell.

van Lier, L. (2007). Action-based teaching, autonomy, and identity. *Innovation in Language Learning and Teaching, 1*(1), 46-65.

van Lier, L. (2010). Foreword: Agency, self and identity in language learning. In B. O’Rourke & L. Carson (Eds.), *Language learner autonomy: Policy, curriculum, classroom*. (pp. ix-xviii). Oxford, UK: Peter Lang.

van Veen, K., & Lasky, S. (2005). Emotions as a lens to explore teacher identity and change: Different theoretical approaches. *Teaching and Teacher Education, 21*(8), 895-898.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. (2005). Theorizing language teacher

 identity: Three perspectives and beyond. *Journal of Language, Identity and*

 *Education*, *4*(1), 21–44.

Vasquez, C., & Urzua, A. (2009). Reported speech and reported mental states in mentoring meetings: Exploring novice teacher identities. *Research on Language and Social Interaction, 42*(1), 1-19.

Varghese, M. (2001). Professional development as a site for the conceptualization and negotiation of bilingual teacher identities. In B. Johnston & S. Irujo (Eds.), *Research and practice in language teacher education: Voices from the field* (pp. 213-232). Minneapolis, MN: University of Minnesota, Center for Advanced Research in Second Language Acquisition.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education, 4*(1), 21-44.

Vélez-Rendón, G. (2010). From social identity to professional identity: Issues of language and gender. *Foreign Language Annals, 43*(4), 635-649.

Villenas, S. (1996). The colonizer/colonized Chicana ethnographer: Identity, marginalization, and co-option in the field. *Harvard Educational Review*, *66*(4), 711-731.

Vittachi, N. (2010). A short course in globalese. In D. Nunan & J. Choi (Eds.), *Language and culture: Reflective narratives and the emergence of identity* (pp. 215-222). New York, NY: Routledge.

Warriner, D. (2007). Transnational literacies: Immigration, language learning, and identity. *Linguistics and Education, 18*(3), 201-214.

Warriner, D. S. (2007). Language learning and the politics of belonging: Sudanese women refugees becoming and being “American”. *Anthropology & Education Quarterly, 38*(4)343-359.

Warschauer, M., & De Florio-Hansen, I. (2003). Multilingualism, identity, and the Internet. In A. Hu & I. De Florio-Hansen (Eds.), *Multiple identity and multilingualism* (pp. 155-179). Tübingen, Germany: Stauffenburg.

Warschauer, M., El Said, G. R., & Zohry, A. (2002). [Language choice online: Globalization and identity in Egypt. *Journal of Computer Mediated Communication*](http://onlinelibrary.wiley.com/doi/10.1111/j.1083-6101.2002.tb00157.x/full), *7*(4) DOI: 10.1111/j.1083-6101.2002.tb00157.x

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching Theory and Practice, 12*(5), 509-526.

Watson-Gegeo, K. A. (1994). Language and education in Hawai‘i: Sociopolitical and economic implications of Hawai‘i Creole English. In M. Morgan (Ed.), *Language and the social construction of identity in creole language situations* (pp. 101-120). Los Angeles, CA: UCLA Center for Afro-American Studies.

Watt, D., & Llamas, C. (2014). Language, borders, and identity. Edinburgh, Scotland: Edinburgh University Press.

Weedon, C. (2004). *Identity and culture: Narratives of difference and belonging*. Oxford, UK: Oxford University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.

Wetherell, M., & Edley, N. (2009). Masculinity manoeuvres: Critical discursive psychology and the analysis of identity strategies. In N. Coupland & A. Jaworski (Eds.), *The new sociolinguistics reader* (pp. 201-214). Basingstoke, UK: Palgrave MacMillan.

White, C. (2007). Innovation and identity in distance language learning and teaching. *Innovation in Language Learning and Teaching, 1*(1), 97-110.

Whiteside, A. (2012). Using dynamic systems/complexity theory in linguistic data analysis: A language ecology approach to the study of individual and social process. In L. Cooker & P. Benson (Eds.), *The applied linguistic individual: Sociocultural approaches to autonomy, agency, and identity.* London, UK: Equinox.

Williams, G. (2007). Investigating the influences on the teaching identity of international teaching assistants. In M. Mantero (Ed.), *Identity and second language learning: Culture, inquiry and dialogic activity in education contexts* (pp. 305-328). Charlotte, NC: Information Age.

Woods, P., & Jeffrey, B. (2002). The reconstruction of primary teachers’ identities. *British Journal of Sociology of Education, 23*(1), 89-106.

Wortham, S. (2006). *Learning identity: The joint emergence of social identification and academic learning.* Cambridge, UK: Cambridge University Press.

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), 568-578.

Yim, S. (2007). Globalization and language policy in South Korea. In A. Tsui & J. Tollefson (Eds.), *Language policy, culture and identity in Asian contexts* (pp. 37-53). Mahwah, NJ: Lawrence Erlbaum Associates.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching: Theory and Practice*, *9*(3), 213–238.

Zhou, Q. (2009). Language, ethnicity and identity in China. In J. Lo Bianco, J. Orton, & Y. Gao (Eds.), *China and English: Globalisation and the dilemmas of identity* (pp. 169-180). Clevedon, UK: Multilingual Matters.

Zembylas, M. (2003). Interrogating “teacher identity”: Emotion, resistance, and self-formation. *Educational Theory, 53*(1), 107-127.

Zentella, A. C. (1998). Multiple codes, multiple identities: Puerto Rican children in New York City. In S. M. Hoyle & C. T. Adger (Eds.), *Kids talk: Strategic language use in later childhood* (pp. 95-112). New York, NY: Oxford University Press.

Zimmerman, D. (1998). Discourse identities and social identities. In C. Antaki & S. Widdicombe (Eds.), *Identities in talk* (pp. 87-106). Thousand Oaks, CA: Sage.

Zuengler, J. (1989). Identity and IL development and use. *Applied Linguistics, 10*(1), 80-96.