12 'Writing Makes Us Professional': Second Language Writing in Argentinian Teacher Education

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In Argentina, the context of this chapter, research on second language (L2) writing in initial English language teacher education (IELTE) has examined pre-service teachers' writing through case studies, corpus-based analysis, quasi-experiments and mixed methods. The focus has been on linguistic development evidenced in writing through individual and collaborative tasks informed by genre analysis and grammar. Nonetheless, there is a paucity of studies on pre-service teachers' perceptions on their motivation and identity in relation to L2 writing. Teacher educators and pre-service teachers may wonder about the impact of writing in IELTE and teaching as a profession. In this interest in impact, it is believed that motivation and identity exert a significant influence on pre-service teachers' writing practices; thus, it is vital for teacher educators to understand the interplay between writing, motivation, identity and pre-service teachers' investment in their professional identity.

In this chapter, we first review studies on L2 writing in Argentinian IELTE. Secondly, we conceptualize identity, motivation, investment and the role of feedback in order to promote the inclusion of such key constructs among researchers in language teacher education in Argentina. Thirdly, we present our small-scale study carried out at an online IELTE program – the research methodology, findings and discussion in light of our research questions and theoretical background. Our study lends support to the need to include notions of motivation and identity in studies on L2 writing in IELTE programs in Argentina.

<A>L2 Writing Teacher Education in Argentina

IELTE programs in Argentina are offered by state and private universities and tertiary institutions and they are usually between four and five years long (Banfi, 2017; Porto *et al*., 2016). Their main goal is to prepare future teachers to teach English as another language in kindergarten, primary, secondary and higher education. IELTE programs are divided into three main areas: general pedagogy, professional practice and practicum, and subject-matter knowledge (Banegas, 2014). This latter area, delivered in English, includes knowledge of linguistics, specific didactics (e.g. how to teach grammar or writing within a communicative approach), literature, and English language improvement since pre-service teachers may still need to develop their L2 proficiency. Against this summary of IELTE in Argentina, in this section we summarize the topics on L2

writing in IELTE that have attracted the interest of teacher educators and researchers in Argentina in the period 2003–2017.

A brief glance at studies carried out in Argentina shows that one major research topic has often been understanding and improving pre-service teachers' writing through genre-based pedagogy and systemic functional linguistics (SFL). This overarching topic includes: understanding pre-service teachers' voice through appraisal theory in personal disclosure essays (Ibáñez, 2005); lexical resources to convey interpersonal meanings (Di Nardo, 2005); modality (Chiappero, 2006); formulaic sequences in academic texts (Zinkgraf & Verdú, 2015); theme-rheme organization in essays (Cangialosi, 2016); pre-service teachers' perceptions of genre-based pedagogies (Llaneza, 2015); and academic writing as regards its features, challenges and strategies (Camusso *et al*., 2015). While such studies have yielded significant results for teacher educators, they solely focus on pre-service teachers as writers, disregarding the pedagogical element that defines IELTE programs.

Another important research topic has been error analysis and its impact on metalinguistic awareness. Studies have focused on the description and typification of errors to raise pre-service teachers' awareness of textual as well as broad communication strategies in essays (Ferreras *et al*., 2005; Frigerio, 2005) and narratives (Tuero & Gómez Laich, 2008). While such studies encourage teacher educators to help pre-service teachers become aware of their own writing processes and accuracy, less is said about how error analysis and metalinguistic reflection impact on pre-service teachers' understanding of teaching and learning writing.

Lastly, a third central research topic has been the development of pre-service teachers' collaboration and autonomy to enhance their writing skills. This topic includes: peer-feedback (Orgnero, 2005), self-monitoring and awareness of metacognitive strategies (Dalla Costa & Gava, 2015; González de Gatti *et al*., 2012); use of information and communication technologies (ICT) to develop higher order thinking skills (Gava & Anglada, 2015); and sociocognitive skills (Dalla Costa & Gava, 2016). In this regard, identity and motivation are missing, and such constructs could help understand how collaboration and autonomy operate in pre-service teachers' writing processes.

Drawing on the studies reviewed above, research on L2 writing in Argentinian IELTE shows a strong interest in pre-service teachers' writing practices. Notwithstanding, Balbi *et al*. (2003, 2005) have noted that IELTE programs only include the writing of summaries, narratives (short stories), letters, notes and short essays, while disregarding other academic genres such as book reviews which may prepare teachers to engage with the academic community as professionals.

It may be noted that while the studies above center their attention on pre-service teachers as L2 writers, overt attention to their motivations and identity not only as L2 users but also as future L2 teachers has not been evident in L2 writing research in Argentina. Thus, the guiding questions in this practitioner-based study were:

- How do pre-service teachers see writing in an online IELTE program in Argentina?
- How do motivation, identity and writing intersect among pre-service teachers?

Against this contextual framework and these guiding research questions, in the section below we review the concepts of identity, motivation, investment and language proficiency as a strong feature of professional development. Such interdependent constructs have been not fully embraced in L2 writing research in Argentina due to researchers' interests in investigating pre-service teachers as L2 users rather than as future teachers. Therefore this study seeks to contribute to that lacuna in the local literature.

<A>Key Concepts

In this section we review identity, motivation, investment and language proficiency in the field of L2 writing. These concepts can contribute to understanding pre-service teachers' L2 writing practices not just as L2 writers but as future teachers of L2 writing.

L2 writing involves purposes, processes, products, principles, identity investment and creation, practices and techniques (Ferris & Hedgcock, 2014; Hinkel, 2015; Musanti & Rodríguez, 2017; Zhao, 2015). According to Hyland (2009), writing can be researched as a personal expression, as a cognitive process or as a situated act. In the context of our small-scale study, writing was explored as a cognitive process, i.e. writing as a non-linear, problem-solving activity for which writers employ different strategies to represent their own voice and identity while fulfilling the activity. This view helped us understand how pre-service teachers' engagement with writing may have an impact on their own beliefs and future practices as English as a foreign language (EFL) teachers (Yang & Gao, 2013).

Writing and identity are inseparable, as writing is one of the several manifestations of who we are. Identity, in the field of L2 studies, has been defined as 'the set of characteristics uniquely associated with that person. Identity is not singular or unitary but plural; a person has multiple identities, or identity facets (Cummins, 2011: 191), within a composite identity' (Pennington, 2015: 16).

As Pennington's words reveal, identity is fluctuating, in constant negotiation, and shaped by multiple factors, contexts and actors. In English language teaching (ELT), much has been written about language learning and identity (e.g. De Costa & Norton, 2017; Evans, 2015; Norton, 2013), language teacher identity (Barkhuizen, 2017; Gayton, 2016; Kiely, 2015; Pennington, 2015; Varghese *et al.*, 2005) and identity in L2 writing teachers (Hyland, 2007; Lee, 2013; Racelis & Matsuda, 2015). However, the case of pre-service teachers is also worth researching because they are still learners in higher education. They are learning English as an additional language and how to teach the language at the same time, and they aspire to become teachers so that they can teach what they have learnt. Through studies with pre-service teachers in Hong Kong, Trent (2011) observed that 'the trajectory of the pre-service teachers' identity formation relied not only on connecting past and future but also on their perceptions of current English language teaching practices' (Trent, 2011: 540). Trent (2013) adds that learning in teacher education programs plays a crucial role in pre-service teachers' identity and how that learning is coherent with professional practices in the school where they complete their practicum experience. In this process of professional identity formation, English language proficiency development is just as important as developing pedagogical knowledge. In a study with foreign language teachers, Richards *et al.* (2013) found that those teachers whose L2 proficiency level was higher developed more communicative lessons with rich input through their speech and delivered more effective teaching strategies including a greater focus on developing students' language awareness. In this landscape, pre-service teachers may be motivated to write proficiently, and this includes academic writing.

Pre-service teachers' process of L2 teacher identity construction may be influenced by their inner desires to become teachers and inspiring teachers they may have had in their trajectories as learners and as future teachers (Lamb, 2017). Depending on the possible selves pre-service teachers can construct, such as the teacher they want to be, the teacher they are expected to be and the teacher they are afraid of becoming (Hadfield & Dörnyei, 2013), their actions may be driven by numerous factors. Against these notions, we wonder: How much are pre-service teachers willing to do to achieve their sought professional identity? To what extent are pre-service teachers motivated to become the best teachers they can be? To answer these questions, we refer to Norton (2013), who problematizes that our understanding of identity and motivation cannot overlook the concept of investment. With reference to language learners, the author explains:
<quote>
If learners 'invest' in the target language, they do so with the understanding that they will acquire a wider range of symbolic resources (language, education, friendship) and material resources (capital goods, real estate, money) which will in turn increase the value of their cultural capital and social power. (Norton, 2013: 6)
</quote>
By extension, pre-service teachers' investment in their English language proficiency through academic writing may allow them to acquire better grades in the present and develop a stronger professional identity as proficient language users in the future with greater possibilities for promotion. In this complex process, tutors' feedback acts as a powerful source of motivation. Several scholars in the area of writing in higher education

(e.g. Ferris, 2014; Hyland, 2009; Hyland & Hyland, 2006; Lee, 2016; Ruegg, 2018) have extensively examined the role of feedback on L2 students' writing and suggest that tutors' feedback should be a combination of explicit (e.g. marking an error and supplying the correct form), indirect (e.g. asking a clarifying question), form-based and content-based comments, and include praise, criticism and suggestions. Nevertheless, while feedback can be motivating and a source of encouragement, the extent to which students will show active engagement with the feedback and work towards improving their written piece is up to them.

While scholars have focused on the importance of written corrective feedback to L2 writers, not much research has been done on the relationship between feedback and pre-service teachers' professional identity, motivation and investment when it comes to L2 writing. In this chapter, we examine the engagement of a group of Argentinian online pre-service teachers with academic writing in a module aimed at improving their English language proficiency. We explore the impact of the writing experience in their identity, motivation, investment and professional development.

<A>The Study

This chapter is based on teacher research as the study reported was initiated by Darío, who was interested in understanding his tutored pre-service teachers' L2 writing processes. On teacher research in writing, Hyland (2009) suggests:

<quote>
Small-scale practitioner studies have always been important in writing research. Often these originate in the desire of individual teachers or materials designers to understand something of the texts they present in their classes, the writing processes of their students, or the textual practices of target communities. (Hyland, 2009: 140)
</quote>

In this teacher research study, a group of pre-service teachers accepted becoming both research participants and co-authors of this chapter. We discuss this feature in the 'Conclusion' section of the chapter.

<B>Research context

This study was carried out on one module, English Language IV, which is part of an online distance IELTE program based in Bariloche, southern Argentina (Banegas & Manzur Busleimán, 2014; Manzur & Zemborain, 2017). English Language IV aimed to: (1) promote language awareness; (2) develop critical thinking by approaching different text genres and topics; and (3) develop reflective and academic writing of pre-service ELT teachers. The syllabus was organized around six units with the following topics: gender roles and interculturality through short stories; creativity and critical thinking in education; argumentation; reflective speaking and writing; features and types of academic writing (essays, reviews); and literature in English lessons. Class activities included forum participation around a question, a quote or a video, identification of textual features, summarizing and paraphrasing, identification of claims, warrants, proofs and fallacies, assessing sample essays, process essay writing, process book review writing and reading a novel and writing an essay based on a theme or character, among other activities. The module tutor's role was to upload the materials for each unit, run online discussion forums and provide written feedback on pre-service teachers' assignments. Table 12.1 shows the part devoted to writing development in the module syllabus and illustrates some of the instructions provided to pre-service teachers as the units developed. It shows that in terms of genres, pre-service teachers moved from informal reactions and short texts (summaries) to argumentative texts (essays, reviews).

<B>Participants

At the beginning of 2017, Darío, tutor of English Language IV, invited the 45 pre-service teachers from the 2016 and 2017 cohorts to participate in a study which would examine their perceptions regarding writing and would include the writing of a text for publication, this chapter. Twelve pre-service teachers accepted his invitation. Thus, the study collected data from 12 pre-service teachers; however, for illustrative purposes, only six have been included in the chapter, and four of those six are also co-authors of this chapter. By the time they attended the English Language IV module, the 12 participants had completed modules on English language teaching methodology for young and very young learners (for a complete list of modules, see Banegas & Manzur Busleimán, 2014).

<B>Data collection and analysis

The present study embraced an ecological perspective. By *ecological*, we mean that emphasis is placed on participants' relationships in their learning context and therefore data come from their interactions and regular tasks framed in specific teaching and learning processes (Arcidiacono *et al*., 2009; Banegas & Consoli, forthcoming; Edwards & Burns, 2016). In this study, this perspective entailed collecting data from the regular tasks included in the English Language IV module delivered from March to November 2016 and 2017. Data sources included:

- *Pre-service teachers' samples of work*. In Unit 6, they wrote an essay on whether teachers should write academic texts and publish them. In Units 5 and 7, they wrote book reviews based on titles connected to the program (Table 12.1) with the aim of developing academic writing skills and critical thinking skills. Readers will notice that data focus more on book reviews; this is due to pre-service teachers' perceptions of book reviews as both challenging and motivating.
- *Pre-service teachers' participation in an online forum*. They had to share their reflections around two questions (Do you think that teachers should be proficient in academic writing in both Spanish and English? Do you think that we can benefit from being able to write reflective pieces, book reviews and literature reviews?).
- *One Skype-mediated individual interview carried out in Spanish by Darío with each pre-service teacher at the end of the academic year*. Selected questions included: Which texts did you find more challenging/easier? Did you follow any steps to write the book reviews? What kind of feedback did you find more helpful to improve your writing skills?

Drawing on grounded theory (Hawker & Kerr, 2015; Payne, 2015), the data analysis was an iterative process carried out first individually (each co-author alone) and then collaboratively (all co-authors together) to strengthen interpretation. The process included initial and open coding of the data collected, axial coding and core categories to understand the relationship between writing, identity, L2 proficiency, motivation and professional development. Furthermore, analysis on content and form was applied to examine pre-service teachers' assignments with tutors' feedback. Overall, the emerging core categories were: (a) writing as a stimulating skill that needs to be experienced; (b) teachers as becoming proficient L2 users through writing; (c) enhanced motivation from in-class writing tasks; (d) academic writing as a helpful aid to L2 proficiency; (e) writing book reviews as challenging practices; and (f) the benefits of balanced feedback.

Since there were no differences in the data gathered from both cohorts, the findings and discussions included in this chapter take the pre-service teachers involved as a whole unit of analysis. Six pre-service teachers' data have been included in this chapter as samples of the data obtained from the 12 participating pre-service teachers.

<A>Findings

In this section we present the findings based on the data gathered through the online forum, pre-service teachers' samples of work, and interviews.

<B>Online forum

After the pre-service teachers had read, analyzed and written different text types in Units 1–4 (Table 12.1), they participated in a forum to discuss teachers' language proficiency and the possible benefits of experiencing writing in the module. Three categories emerged from their forum posts: (a) writing as a stimulating skill that needs to be experienced; (b) enhanced motivation from in-class writing tasks; and (c) teachers as becoming proficient L2 users through writing.

<C>*Writing as a stimulating skill that needs to be experienced*

The online forum interactions indicate that pre-service teachers believed that writing was a stimulating skill to develop and help develop but that they had to experience it themselves. In so doing, they would explore and reflect on the challenges and opportunities found through writing. For example, one pre-service teacher noted[1]:
<quote>
I do believe that teachers should be able to produce any of the previously mentioned pieces of writings for various reasons: 1- because in order to do so, you need to develop a number of skills that a teacher will eventually teach her/ his own students 2- it is the best way to understand the process of writing such pieces, to learn how to do it by doing it. In that significative way of learning, teachers understand the steps and processes involved in writing and can therefore, teach them to others. (Ana, 5 September 2016)
</quote>

<C>*Enhanced motivation from in-class writing tasks*

The writing tasks included in the module proved to be a source of motivation even when they were assessed as challenging. The pre-service teachers invested (Norton, 2013) their time and energy in the writing tasks as they allowed them to develop their thinking skills. For instance, a pre-service teacher wrote:
<quote>
I personally like the challenge of doing some research on a given topic reading diverse authors and then reflect on it so as to develop my own critical idea about it. […] I don't find writing any piece of academic writing (essay, book review, critique, reflective writing, and so on) easy … as I said before, they are always a challenge and time-consuming tasks, although I still enjoy writing them! ;) (Andy, 7 September 2016)
</quote>

<C>*Teachers as becoming proficient L2 users through writing*

Proficiency in writing was perceived as a feature of effective teachers. In other words, teachers' professional identity seemed to be measured by their writing. In one forum post, a pre-service teacher wrote:
<quote>
I consider that as teachers we have to be proficient at academic writing because writing makes us professional and later we are going to teach our students how to write and we have to apply what we learnt. (Cel, 9 September 2017)
</quote>
The three emerging categories illustrated above are interdependent since they all refer to identity. Judging by the pre-service teachers' comments, the act of academic writing became a source of confidence raising as future professionals. In other words, the first-hand experience with writing, the in-class writing tasks and work on L2 proficiency contributed to their identity as future professionals since writing proficiency and ability to teach writing based on personal experiences was perceived as a manifestation of their professionalism. In this view, motivation and investment operated to help the pre-service teachers achieve that self-image of EFL

teachers whose professionalism was measured by their L2 proficiency and teacher effectiveness for teaching writing.

The pre-service teachers perceived academic writing as a motivational drive in their identity construction (Hadfield & Dörnyei, 2013; Lamb, 2017), and it equipped them with further opportunities to achieve higher proficiency levels. The pre-service teachers wished to become their best version possible since they wished to be proficient users of English as it was their responsibility and their learners' right to have a good model in terms of language use. In addition, by experiencing writing themselves, these future teachers felt that they would be in a better position to help their learners with writing. In this regard, the pre-service teachers equated L2 proficiency with teacher effectiveness when teaching writing. This relationship resonates with Richards *et al.*'s (2013) study among L2 teachers, since they found that higher levels of L2 proficiency led to more successful teaching strategies for introducing content, supporting learners' language development and offering feedback. The pre-service teachers' interest in improving their L2 proficiency in writing was evidenced in their tasks. In the subsection below, such an improvement is illustrated.

<B>Pre-service teacher's samples of work

Although the pre-service teachers wrote several text types (plot summaries, reflective pieces, essays and book reviews), attention is given below to book reviews as samples of improvement in academic writing, since the pre-service teachers perceived writing book reviews as both challenging and motivating. This perception is explored in the following section.

In Unit 5 the pre-service teachers first read a guideline on how to write a book review and then compared the guideline with book reviews published in journals such as *ELT Journal* or *Language and Education*. After analyzing the genre of book reviews, they had to write, individually or in pairs, a short review between 500 and 800 words of a book called *Teachers Research!* (Bullock & Smith, 2015). Figures 12.1 and 12.2 illustrate extracts from two pre-service teachers' book reviews with Darío's feedback.

As can be seen in Figure 12.1, Celina struggled with prepositions, clause construction and textual organization at the level of information. Darío attempted to provide balanced feedback (Hyland, 2010), focusing on both form and content through explicit correction, indirect correction through questions, and suggestions. In Luna's case (Figure 12.2) we did not observe any significant issues at the level of clause construction. Darío's feedback included suggestions about paragraph construction and praise about cohesion and coherence.

Finally, in Unit 7, the pre-service teachers could write either an essay or a book review of *Proceedings of the 1st International Conference: Teaching Literature in English for Young Learners* (Reyes Torres *et al.*, 2012). More than half of them chose to write a book review. Figures 12.3 and 12.4 show Celina's and Luna's performance.

Figures 12.3 and 12.4 show that Celina and Luna improved at the level of accuracy, paragraph construction and text organization. Darío's comments, framed as explicit corrections (e.g. 'Be consistent' in Figure 12.3) or questions (e.g. 'What do you mean?' in Figure 12.3) referred to aspects of style and clarity. These extracts are illustrative of what the whole group experienced: improvement in academic writing in terms of syntax, lexis and text development. For example, Figures 12.3 and 12.4 show that Celina and Luna did not find major issues with text organization as Darío's feedback did not refer to placing an idea elsewhere in the text; however, they still received suggestions regarding clause construction (e.g. 'Place this earlier in the sentence?' in Figure 12.4).

<B>Interviews

At the end of the 2016 and 2017 academic years, the pre-service teachers were individually interviewed to reflect about the writing tasks and processes experienced in the module. They were asked about the texts they

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found challenging or easy to write, how they approached the tasks, and the tutor's guidance in the writing processes. Data analysis yielded three main categories: (a) academic writing as an aid to L2 proficiency; (b) writing book reviews as challenging practices; and (c) the benefits of balanced feedback.

<C>*Academic writing as a helpful aid to L2 proficiency*

 The pre-service teachers found that academic writing helped them improve their L2 proficiency because it motivated them to acquire new words and use syntactic constructions they were less comfortable with. For example, Andy, similarly to her forum post above, expressed:

<quote>

 Because it's academic writing, then I feel I must use more complex sentences and more specific and sophisticated vocab. I need to sound different from other texts. So writing the book reviews made me pay more attention to accuracy. (Andy, 20 November 2016)

</quote>

Andy's account above reveals that the writing task acted as a motivation source since it afforded the opportunity to enhance L2 accuracy. It also shows that pre-service teachers became aware of the differences between academic texts and other text types explored in the module.

<C>*Writing book reviews as challenging practices*

 While the pre-service teachers assessed writing book reviews as motivating and beneficial, they also acknowledged challenges which, as exemplified in Figures 12.3 and 12.4, they managed to overcome thanks to practice and feedback. They conceded that ensuring texture, i.e. that the book review was cohesive and coherent and responded to the textual features of a book review, was difficult to achieve. For example, one pre-service teacher commented:

<quote>

 I had problems with paragraph writing in all my versions. Also cohesion was a problem. Like I had loose, dangling sentences here and there and there was no connection between one idea and the next. (Ana, 19 November 2016)

</quote>

In Ana's case, she mentioned problems at clause level, but her major difficulty seemed to be in relation to cohesion, not only within a paragraph but also from one paragraph to the next. While Ana illustrates the frustration reported by the pre-service teachers in relation to some aspects of writing development, other pre-service teachers signaled that the challenge was not language related but task driven as they seemed to lack the thinking skills (e.g. understanding and evaluating) involved in the task. In other words, the cognitive processes that precede and support the practice of writing were deemed as critical and necessary to succeed in the writing task:

<quote>

 The initial problem was, ok, I have to read and understand the book. I had to make sure that my understanding was ok so that I could summarize it, analyze it and recommend it. (Cel, 24 November 2017)

</quote>

<C>*The benefits of balanced feedback*

 All the pre-service teachers expressed that they valued being corrected through a combination of techniques, such as explicit correction and replacement or through questions that activated their language awareness. However, they stressed that feedback had to be constructive by including positive as well as negative aspects on both form and content. For example, a pre-service teacher said:

<quote>

 I valued the corrections that made me reflect, those which said this is wrong and explain why, or say this is wrong, how could you change it? (Andy, 20 November 2016)

</quote>

Andy's comment shows that explicit correction coupled with guiding questions or explanations promoted language awareness. In the case of Andy, and judging by other comments included in this chapter, sources of motivation to write and improve were triggered by the task, the tutor's feedback, and her interest in becoming a proficient L2 teacher.

Feedback also proved to be a source of motivation for Celina. She valued balanced feedback as she could reflect on her strengths and weaknesses without frustration:

<quote>
Even though some of my texts came back with dozens of comments, they seemed to show that the tutor said, there's potential here, let's improve this. It was encouraging to see that there were good things as well as others which I had to work more on. (Celina, 22 November 2017)
</quote>

Finally, feedback seemed to find traction when it focused on form not only at word/phrase level but also at textual and content levels. The following extract illustrates this interpretation:

<quote>
Tutors tend to correct grammar, word choice, collocation, but to me it seems that they don't pay attention to the global text. Is it coherent? Is the content right? Corrections also have to be balanced in that respect. (Luna, 18 November 2017)
</quote>

Overall, the pre-service teachers welcomed feedback that helped them capitalize on their strengths and reflect on their weaknesses not only at surface level (word choice, syntax) but also at textual (coherence, cohesion) and content levels. Such perceptions together with their views on academic writing reveal that this group of pre-service teachers saw academic writing as a springboard to reinforce their professional identity as teachers who (1) were proficient users of English, particularly in writing, and (2) were able to teach writing because they had experienced writing themselves. Such features of their desired identity motivated them to invest time and effort in order to succeed in completing tasks which proved to be both challenging and rewarding as they allowed them to develop professionally and linguistically.

<A>What We Have Learnt

In this chapter we posed two questions:

- How do pre-service teachers see writing in an online IELTE program in Argentina?
- How do motivation, identity and writing intersect?

At first glance, we conclude that the way the pre-service teachers examined academic writing through their professional identities was under constant construction (Trent, 2011). They recognized themselves as future teachers and embraced the learning opportunities provided by learning academic writing as a bridge to achieve their ideal and possible teacher identities (Hadfield & Dörnyei, 2013; Lamb, 2017). In other words, we may advance that an IELTE pre-service teacher's identity is the combination of being a student as a future teacher and their professional future self, i.e. the teacher they want to become. Pre-service teachers wish to be highly proficient English language users as they feel that their own learning trajectories will better equip them with pedagogical tools to face their own professional lives. Therefore, IELTE programs need to ensure that pre-service teachers are provided with L2 writing tasks that help them construct their future professional selves. Yet, one new question surfaces: How do identity, motivation and writing intersect in the trajectory of EFL future teachers?

Figure 12.5 represents the synergies at play among the pre-service teachers in the online program under scrutiny. Based on the data analyzed, we advance that pre-service teacher identity, as a composite identity (Pennington, 2015), and with a focus on academic writing, shapes and is shaped by two interrelated factors: (a)

pre-service teacher present language proficiency; and (b) pre-service teacher perception of future teacher development.

Without attempting to describe the pre-service teacher identity construction process as linear, the pre-service teachers in our study highlighted the importance of language proficiency development as a starting point. It is called *present* because it is where their language practices are situated in their IELTE trajectories. The pre-service teachers' motivation to develop their English language proficiency refers to two aspects that position them as professional language users. On the one hand, their interest lies in being accurate language users in terms of syntax, vocabulary and textual management and, on the other hand, they need to have first-hand experience of writing skills development. Engagement with academic writing acted as a motivational force to achieve the present language proficiency factor in their identity development. Writing academic texts was envisioned and lived as a complex process, a challenge welcomed given their language-driven interests, which required becoming aware of and managing academic writing features not only read about but also found in published articles and book reviews. In the process, Darío's feedback exerted a motivational influence as discussed in Hyland and Hyland (2006). Dario's feedback was a combination of form-based and content-based comments, and included praise, criticism either through explicit corrections or questions, and suggestions encoded as questions, imperatives or assertions.

While language proficiency was part of their present identity as pre-service teachers, they also envisaged it as an aspect of their professional identity in relation to their future teacher development. Following Trent's (2011) conceptualization of the trajectory of pre-service teachers' identity, not only the past and future are influential; the present is key as well. Their past experiences as learners inform their present reflections and future possible selves. In this regard, their present and future visions, projections and selves enter into a symbiotic state through which they give feedback and motivate each other supported by their investment in the process of academic writing. According to our findings, language proficiency development through academic writing was assessed as an opportunity to develop and imagine pre-service teachers' future professional development. The notion of the ideal self in language education as discussed in Hadfield and Dörnyei (2013) is still prevalent among future teachers. As the participants expressed through the interviews and forum posts, being highly proficient in English evidenced through competence and performance is necessary for professional development because it is the foundation of two immanent dimensions in the process of becoming a teacher and being a teacher: (a) teacher effectiveness, and (b) professional community engagement. Pre-service teachers' perceptions of future professional development support the conclusions found in Richards *et al*. (2013). These authors concluded that proficient language teachers are more effective teachers as they provide learners with more varied vocabulary and balanced feedback on written and spoken tasks, scaffold learning through the use of paraphrasis and synonyms, and adjust their use of simple or complex structures and lexis according to the linguistic level of their learners. Similarly, the pre-service teachers in our study believed that the more proficient and experienced in writing they were, the more effective teachers they would be to scaffold learners' writing skills development, and the more ready to be part of the teaching community.

As discussed above, we suggest that future teacher development as part of the processual construction of teacher identity can be explained through two dimensions: (a) teacher effectiveness, and (b) professional community engagement. However, such dimensions may be seen as two goals placed at two different times in a teacher's career trajectory. In the first place, it could be suggested that the teacher effectiveness dimension is, chronologically speaking, an immediate goal to achieve given its impact on the first professional experiences of a novice teacher. In other words, a novice teacher may be first seen as an effective teacher. In the context of the pre-service teachers' perceptions in this study, teacher effectiveness referred to their capacity to teach writing through the deployment of successful teaching and writing strategies, this latter being made possible through their own prior experience with writing in IELTE. In the second place, the professional community engagement dimension, in contrast, could be considered a long-term goal through which teacher effectiveness and teaching experience can be capitalized, maximized and shared. Through their present interest and belief in the importance of teacher engagement with academic writing, pre-service teachers may develop their need to

construct an identity that is rooted in the classroom but goes beyond to reach a wider community of practice. To some extent, being a teacher carries this interest in wanting to belong to a wider professional community of practice which may evaluate a teacher's biography and professionalism through their publications which, in turn, are evidence of a teacher's English language proficiency, teacher effectiveness and overall teacher development.

Despite the limitations of the small-scale nature of the study, our findings and discussions seem to portray Argentinian ELT pre-service teachers as future professionals who: (a) rank L2 proficiency as a dominant feature in their professional development; (b) approach academic writing as a distinctive means for professional development and identity construction; (c) correlate teacher effectiveness with their own L2 writing proficiency and first-hand experiences with skills development; (d) find motivation in challenging writing tasks because they contribute to their professional identity construction; and (e) are reflective and critical about their own writing development supported by balanced feedback. If we compare these features to our review of studies on L2 writing in Argentinian IELTE, it may be concluded that IELTE needs to include meaningful writing tasks which are coherent with strategies for L2 writing and which support pre-service teachers' future professional identity and language proficiency. In addition, further efforts should be invested in understanding pre-service teacher identity and perceptions with the aim of improving IELTE provision in Argentina.

The identity factors and their interplay as shown in Figure 12.5 should be included in IELTE programs in non-English dominant settings. Their presence should inform curricular decisions, syllabus design, materials development and teacher educators' practices so that pre-service teachers' L2 writing development becomes a sustainable source of motivation and professional development.

<A>Conclusion

This chapter was not only the result of teacher research but also of collaboration between a group of pre-service teachers and their tutor. On reflection of conducting the study and writing this chapter, including some of those pre-service teachers in the chapter write-up allowed them to expand their understanding of the topic as they learnt about academic writing in Argentinian IELTE and deepened their knowledge about motivation and identity as they made tighter connections between theory and practice from the data they had provided.

Throughout this chapter we have shown that in Argentinian academic writing in IELTE, pre-service teachers can strengthen and (re)configure their present identity as pre-service teachers and language learners in relation to their imagined future identity as EFL teachers. Notions of identity in synergy with motivation and investment play a paramount role in the creation of needs, challenges and opportunities related to IELTE program enhancement and professional development in Argentina and, thus, should be acutely examined.

In terms of IELTE programs in Argentina and their pedagogical implications, this experience serves to illustrate that genre-specific writing tasks such as writing book reviews can initiate a long journey in a future teacher's trajectory and identity construction, as represented in Figure 12.5. Academic writing should not only be approached through writing long pieces of work such as articles or dissertations in postgraduate studies. Academic writing instantiated through a modest book review could show future teachers that they can engage with writing, improve their professional practice as practitioners and participate in a professional community of practice. Based on this experience, IELTE programs in the Argentinian context and other non-English dominant contexts should incorporate book reviews and reflective pieces and engage pre-service teachers in writing for publication. In this regard, it would be a real incentive, as Rathert and Okan (2015) suggest, for both pre-service teachers and tutors to see their products published and engage with a real audience outside the confines of a classroom. In this regard, collaboration could be explored not only at the level of writing but also at the level of examining writing practices and publishing reports on such examinations.

In terms of implications for future research in L2 writing in Argentina and elsewhere, studies could continue exploring motivation and identity with a focus on the identity factors represented in Figure 12.5,

through longitudinal or cross-sectional studies with participants from both online and face-to-face IELTE programs. In addition, researchers could examine the extent to which pre-service teachers' identity as writing teachers is maintained and developed as they become full-time teachers and part of professional communities such as L2 teacher associations. Finally, if pre-service teachers' interest in academic writing and professional community engagement is strengthened in Argentinian IELTE, future research could explore the impact of pre-service teachers authoring articles or co-authoring with peers and IELTE tutors, and the extent to which their motivation is powerful enough to invest time and effort in writing for publication.

Note

(1) Forum posts have been included as unaltered responses to the module forum.

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Teachers Research! is definitely a different book. It was eEdited by Deborah Bullock and Richard Smith in 2015, and it originated at the IATEFL Research SIG Teachers Research! Conference inon April 2014 in the U.K. I consider it may be taken as a resource book for teachers of English as it offers complete experiences focused on different concerns and situations we can usually find in our classrooms today.

Comentario [R1]: Move this to end of the review? Perhaps this could be part of your final recommendations.

The book begins with a short and clear presentation by Richard Smith stating the principles, organization and strategies of the conference itself. Then, an introduction of the nine stories in the book is presented by Deborah Bullock and R. Smith, who outlined the collection of experiences presented by different teacher researchers. They provide the reader with personal engaging experiences to reflect on, and inspiration to his/her own practice. The stories are numbered and presented as different chapters of in the book.

The first story is a research project conducted by Jessica Cobley and Becky Steven, teachers at the University of Western Australia. They explored ways to develop students' fluency through technology that included mobile applications to measure non-lexical fillers and a successful peer evaluation with interesting results.

Comentario [R2]: "research" is uncountable.

Figure 12.1 Celina's first book review

concept the authors want to transmit which makes us think that as future teachers, we ourselves can develop our own TR programs in our local contexts. To conclude, the authors correctly argue that innovation in TR publications is needed; therefore the original presentations and narratives of teachers experiences in the educational research field as well as the editors' idea of providing links to the video recorded presentations encourages new genres of teacher-research publication. We definitely recommend this book to teachers interested in engaging in teacher research, teacher educators and future teachers who want to innovate in developing their own TR publications and share their educational experiences in order to explore new ways of teaching.

Comentario [R3]: This answers your opening questions partially. Good!

Comentario [R4]: New paragraph? This will help you highlight your concluding thoughts.

Comentario [R5]: Wonderful! I felt like I was reading a book review published in a journal. I am extremely happy with your use of cohesion and coherence, the use of subject specific vocab, academic register, and careful syntax.

Well done!!

Darío

Figure 12.2 Luna's first book review

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Sections two and six are quite similar in the way both~~as~~ they are both concerned with images. Not only visual images, but the rest of the senses are involved to produce and appreciate similes and metaphors as tools to represent emotions. The activities presented in chapter section? two use the literary resources mentioned to create vivid descriptions and to make listeners appreciate interesting experiences. Similarly, in chapter six, students explore emotions and make others' emotions be reachable and connected to their own experiences.

Comentario [R3]: Be consistent.

Comentario [R4]: Same here. Either use "section" or "chapter" throughout the text.

Section three makes the teachers examine how the text affects the reader, which seems to be an original view of a literary work. That is to say, not to think about the possible "hidden meaning" of a text, but about the effect on the reader highlighting the concept of reading as a totally active process. The activities in this section are really implicated with creativity as their aims are related to the process of writing and to the understanding the choices a writer has to develop a particular purpose. These activities should be considered the richest and most advantageous as they approach Literature actively.

Comentario [R5]: Make this clearer?

Comentario [R6]: What do you mean?

Section Four deals with characters and characterisation. The activities developed in it make students put themselves in the shoes of the characters using a technique called hot-seating. Performing these tasks will allow students to see the world through the character's eyes.

Figure 12.3 Celina's second book review

Each section recommends a different approach to using creative writing in the classroom. To start with, section one focuses on the metaphor of weaving in the writing of a text, specifically a poem. Then section two deals with the use of images in terms of similes and metaphors. Here, the use of all senses and emotions are~~is~~ emphasized to create a vivid impression in the reader's or listener's mind. Section three is concerned with working with beginnings and endings (and their effects) on narrative texts. In this part active and interactive activities that help to understand the creative processes authors undergo when composing their work are provided.

Comentario [R1]: Place this earlier in the sentence? The main verb is too "far away" from the noun activities.

Analytical and practical work is developed throughout the book. Regarding section four, it is related to characterisation and ways in which this can be explored. According to the writers, exploring characters outside the framework of the literary text by the acting technique of 'hotseating' enhances understanding of how they act and speak in the text. Section five concentrates on the construction of a text and how it can be de- and re-constructed. It is focused on the language of poems in this case and the elements poets use to create a variety of effects. Finally, section six examines the use of personal experiences both as a source and an approach to writing and reading. Here, some techniques explored in previous sections can also be applied in this context, for instance imagery and characterisation.

Comentario [R2]: Keep same spelling either BrE or AmE?

Figure 12.4 Luna's second book review

NOTE: THIS IS NOT THE PUBLISHED VERSION

Full reference: Banegas, D. L., Herrera, M., Nieva, C., Doroñuk, S., & Salgueiro, Y. (2020). "Writing makes us professional": Second language writing in Argentinian teacher education. In L. Seloni & S. Henderson Lee (Eds.), *Second language writing instruction in global contexts: English language teacher preparation and development* (pp. 247-269). Bristol: Multilingual Matters.
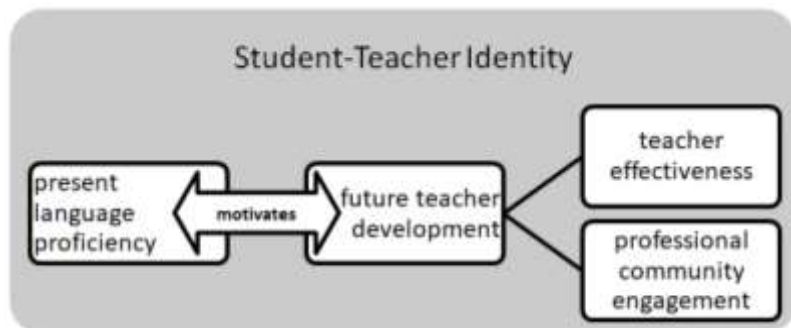

Figure 12.5 Pre-service teacher identity factors

Table 12.1 Writing processes and products

Unit	Topic	Pre-writing task	Writing task
1	Gender roles and interculturality	Read stories by Chimamanda Adichie. Analyze plot summaries found online.	Choose one of such stories and write a plot summary of 150–250 words. Compare your summary with one already published.
2	Creativity and critical thinking in education	Ken Robinson on creativity. Watch his talks and read the book *The Element*. Discuss his ideas on a forum.	Choose one chapter from *The Element* by Ken Robinson. How is that chapter connected to the need of including creativity in formal education? Please provide a self-contained and well-organized answer.
		Watch videos on critical thinking (CT). Discuss teachers' experiences with teaching CT. Read a research article on CT.	Read an article on critical thinking. Do you think the article makes connections (explicit and/or implicit) between creative thinking and critical thinking?
3	Critical reading and listening	Identify facts and opinions in talks and essays. Summarize and paraphrase authors' ideas. Read and discuss short essays.	Read the research article by Rathert and Okan (2015). Do the authors distinguish facts from opinions? Is evidence used to support arguments? How good is the evidence?
4	Argumentation	Read essays and identify claims, proof, fallacies and warrants. Identify features of visual argumentation.	Choose a controversial picture or ad and analyze it following the features studied.
5	Genres in academic writing	Read reflective texts, book reviews and literature reviews. Identify features. Guided practice on academic vocabulary.	Based on the samples and features of book reviews, read the book *Teachers Research* (Bullock & Smith, 2015) and write a book review of 500–800 words.
6	Academic writing	Read and identify features of academic writing in essays and research articles. Guided practice on academic vocabulary.	Based on the different types of essays described above, write an essay (550–650 words) in which you discuss this question: Should teachers write academic texts and publish them?
7	Literature in the English lesson	Read and analyze essays. Read novels and discuss them through a forum. Read a book on literature in ELT and discuss it through a forum.	Write a short essay in which you explain how the novel of your choice has made an impact on you following the three models proposed by Carter and Long (word count: 600–700). Write a book review of either *Creative Ways* or the *Proceedings of the 1st International Conference: Teaching Literature in English for Young Learners* (word count: 600–700).