

Working title: *Studying Language Teacher Identity: Current Issues and Future Directions*

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Aims and focus:

Although identity-based research has a long tradition in the field of education, It is only in the past two decades that applied linguists have resorted to investigating the construct of language teacher identity (e. g. Barkhuizen, 2017; Cheung, Ben Said & Park, 2015; Ciepiela, 2013; Clarke, 2008; Deters, 2011; Kalaja, Barcelos, Aro & Ruohotie – Lyhty, 2016; Kiernan, 2010; Menard-Warwick; 2014; Nagatomo, 2012; Nagatomo, 2016; Norton, 2000; Werbińska, 2017). This research is important because teacher identity provides the basis for teachers' decisions, their meaning making and information who they are, who they are not, and/or who they could still become. Researchers have looked at teacher identity in terms of: teachers' own viewpoints and others' recognitions of them (Gee, 2000), teachers' stories about their teaching lives (Connelly & Clandinin, 1999), their communities of practice (Wenger, 1998), a positionality lens (e. g. Ciepiela, 2013), a native speaker perspective (e. g. Park, 2017), and a gender perspective (e. g. Nagatomo, 2012; Nagatomo 2016). Despite these different presentations of teacher identity, there seems to be agreement about its main characteristics: 1) teacher identity is socially constructed, 2) teacher identity is being constantly shaped and reshaped 3) teacher identity consists of many interrelated sub-identities.

Bearing this in mind, this special issue of *Konińskie Studia Językowe* aims at reflecting upon how the construct of language teacher identity can be conceptualized and studied in language teacher education science, as well as making our understanding of the role of identity in language teacher development more complex. I invite articles, both theoretical and empirical, that would bring fresh perspectives on this topic and/or shed new insights on teacher identity with the use of various methodological approaches (e.g. biographical, ethnographic, narrative inquiry, discourse analysis, mixed-methods).

The issues raised in this volume *may* address the following:

- How can we adopt an identity lens for pre-service language teachers' learning? How can we teach (about) teacher identity?
- What constitutes subject identity of a language teacher? What sub-identities could be identified?
- What can we learn about language teacher identity by studying teachers' behaviours, artefacts (e.g. lesson plans, transcriptions of feedback sessions), discourse (e.g. instructions, contributions in formal or informal conversations with others), classroom practices, beliefs, values, etc.?
- How can we develop and sustain a social justice identity in a language teacher, shape his or her agency, advocacy and/or autonomy in doing and thinking? How can we develop language teachers' capacity for moral and ethical responsibilities?
- What are the intersections of language teacher identities and their life histories? Where are the tensions? How can they be minimized? What are the lives of language teachers like?
- What is the relationship between language teacher professional identity and various professional cultures? How are identities constructed in contexts? What are the characteristics of language teachers' emerging identities in different contexts/ professional cultures?
- What are the consequences of reform in language teaching education for teacher identities?
- What are the implications of studying language teacher identities?

Publishing timeline:

March 31, 2018	Submission of extended abstract and article title (350 – 500 words);
April 30, 2018	Feedback on the submission;
August 31, 2018	Deadline for the article;
December 2018	Proposed publication date (depending on 2 external reviews).

Please, send your extended abstracts to: dorota.werbinska@apsl.edu.pl