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*Exploring Mexican EFL Teacher-Researchers'
Authorship Development (AD)*

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Degree of

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By

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*Exploring Mexican EFL Teacher-Researchers' Authorship
Development (AD)*

This investigation has been read by the members of the Committee
of

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And it is considered worthy of approval in partial fulfillment of the
requirements for the degree of

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

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Abstract

Authorship has been studied from the lens of a variety of disciplines in different contexts, yet it has not been exhaustively depicted in teachers-researchers' lives. This term is generally associated to knowledge construction in science (e.g., Overington, 1977; Carrasco and Kent, 2011), involving the development of a series of academic literacies in situated contexts (Barton & Hamilton, 2000), and connected to a high level thinking order in adult life (Magolda, M.B., 2012; Kegan, 1994). Although becoming an author has become an indicator in the professional development of teachers' lives, such process has not been directly addressed.

This study explored how authorship development (AD) evolved during the professional development of 6 Mexican EFL teachers-researchers' lives by analyzing their CVs and a narratives. Thus, a mix-method approach (Creswell, 2003) that combined a document analysis with narrative inquiry (Golombek & Johnson, 2004) was used. Within this quantitative-qualitative orientation a definition of AD was approached in the ELT profession by exploring what it means to experienced language teachers to become an "author" and how this process could be traced using key moments in these teachers' development in the profession. In addition, this study intended to identify the relationship(s) between AD and these teachers' networking in the profession. The participants of this project were 6 experienced Mexican scholars. They were three male and three female teacher-researchers with PhD, who publish and work at different public universities in Mexico.

The results of this research indicated that there were both “authoring” and “authorship” experiences that contributed to the construction of these teacher-researchers’ AD. The first was identified as products and activities in the profession while the second involved holistic and transformational processes in adulthood that revealed complex meaning-making structures. The results also showed interesting facts while comparing male and female productivity or “authoring” in the profession as well as how participant made sense of key moments in the profession. On the whole, AD is initially seen as cognitive development but developed within a social and cultural context in the discipline. Altogether, the results of this study contribute to raise our awareness on the evolving role of the EFL teacher-researchers in Mexican higher education.

Acknowledgements & Dedications

Once again in my professional career I thank God for this achievement in my life. I dedicate this accomplishment to my mother, father, sister, mentors and close friends for their support and patience in this journey.

I deeply appreciate the support of my thesis director and mentor Fatima Encinas. She has guided me with wisdom, patience and humility in this process. I have no words to express how much I thank the invaluable feedback I have received from Nancy Keranen in every step of the way while carrying out this study and editing it. Both of these amply acknowledged EFL professors at the Faculty of Languages at BUAP have contributed to my work with key insights that have made me reflect on the potential of my work.

Consequently, I see my profession with different eyes. Now, I understand that our duty is not only with teaching and learning but a number of other issues in our very peculiar contexts. Being aware of these realities allows us to reinvent ourselves every day.

Last but not least, I want to thank my readers for giving me their sensible and critical point of view to improve my work. Their comments have enriched its outcomes.

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CHAPTER 1: INTRODUCTION

1.0 General overview

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1.0 General overview

Mexican EFL teacher-researchers (TRs) are part of a discourse community that shapes their learning in the profession. What these teachers do, how they do it and how they interact in the profession is defined by global policies and trends (Wenger, 1998). In this globalized era, they face the pressure of professional development demands. In this sense Breen (2007) claims that this situation is a consequence of the uncertainty of education, which emerges as a reaction to teachers' transient knowledge, the constant need of their role reconstruction and the insecurity generated by being a non-native speaker of English. In order to face these challenges EFL teacher-researchers learn and develop in the profession within specific social contexts.

EFL TRs are expected to possess a variety of competences. These are mastering English, teaching expertise, contextual knowledge, pedagogical reasoning, belonging to a community of practice and theory development, among others (Richards, 2011). All these activities involve complex cognitive and social processes that engage them in teaching and

researching. These two activities define TRs' roles and productivity in the profession. Such products or contributions are developed within a specific learning context (viz. Barton & Hamilton, 2000). To fulfill with these demands, TRs' interact with members of their community of practice from very early stages of their professional development. Thus, teachers learn to participate in the profession while developing certain abilities that will enable them to fit within the mainstream group (Lave & Wenger, 1991).

Within this learning process in the career, EFL TRs also become authors in the profession. Here it is relevant to highlight the role of English as an international language for social interaction and publication (viz. Lillis & Curry, 2010). Because of this fact, TRs are situated in a privileged position since being able to write and publish in English gives them access to a variety of development opportunities. In the case of non-native speakers of English such as Mexican ELT teacher-researchers, they are able to publish in both languages: English and Spanish. This authoring process is strongly bonded to high level and complex thinking structures (viz. Kellogg, 2008), which allows EFL teachers to raise their voices in different communities. In Mexico, EFL TRs develop in the profession at various degrees, yet becoming an author has turned into an indicator of development. This premise underpins this piece of research.

Using a socio-cultural lens in L2 teacher education (Johnson, 2009), this study explored the key moments in Mexican TRs' professional lives and their self-perception to find what is revealed about their development as authors. In addition, this research aimed at finding what the relationship was between these teachers' *authorship development* and their national and international participation. To do this, an exploratory mixed-method

methodology was used to approach Authorship Development (AD) by analyzing teachers' narratives via an interview and their curriculum vitae (CVs). The results provided an ample view of what AD looked like in these six Mexican ELT authors' lives.

1.1 Significance of the study

Current investigation in the country carried out by Ramirez-Romero (2009) indicates that there is a lack of information on Mexican EFL teacher-researchers' professional development, workplaces, classroom practices and productivity. Furthermore, Johnson (2009) highlights that investigation of teachers' development should include elements "beyond visible professional activities such as coursework, workshops, and seminars, to include teachers' informal social and professional networks..." (pp. 5-6). In this investigation, an approach to what Authorship Development (AD) looks like in the EFL profession based on the way TRs perceive themselves as authors can contribute to what we understand is "beyond" is "beyond" professional activities in TRs' lives. AD in this context is seen as a consolidation process part of the professional development picture in which other dimensions can be drawn based on what TRs do in the profession and how they do it. These dimensions are *authoring*, referring to TRs' productivity, and *self-authorship*, which denotes an evolving process and maturity in the career. In this regard, TRs' local and global participation as well as networking are important elements in their AD. Digging into this topic can contribute to understand how EFL TRs develop as authors.

Within this context, the ELT teacher educators and researchers are connected to other disciplines that allowed TRs to be part of a variety of networks. This was so since teachers interacted with a variety of experts, peers and students with different backgrounds

and diverse needs. Therefore, TRs perspectives in this research landscaped a rich picture of how their key professional development moments were associated to their Authorship Development. What's more, this research invites reflection on the patterns, similarities and differences found in these authors' professional development. A life learning process closely connected to personal and academic life contexts that reveal different levels of AD.

Taking into consideration that publishing is a key moment in EFL teachers' authoring development, this study can provide a rich panorama of what this means for them. In the Mexican context, scholars from different disciplines including TRs handle the pressure of publishing demands. These local publishing practices are affected by global policies (viz Lilis & Curry, 2010). Therefore, in this knowledge society era, many of them live by the idea of "publish or perish" if they want to get funds or belong to the elite research circles. In this matter, no study has explored or described what authoring looks like in this setting, especially in terms of the key moments that entail learning experiences in these teacher-researchers' careers.

1.2 The context of the research

A variety of studies have been carried out on authorship in recent years including authorship and publication practices in the social sciences (Bebeau & Monson, 2011), authorship and collaborative research (Welfare & Sackett, 2010), the authorship construction of young scientists in Mexico (Carrasco & Kent, 2011), and authorship as a high thinking stage in adulthood (Kegan, 1994). Recent studies like these shed new light on scholar's trajectories and raised our awareness of the fact that awareness of the fact that for these participants authorship was both a cognitive and a social process, which other

studies had not addressed before. However, no study could be found which has depicted or analyzed the authorship of non-native teachers of English and its implications in professional networking. This was indeed the gap to be explored in this study.

Authorship development is a recent topic of interest for teachers and teacher educators. This process has been mainly explored in the USA's educational leaders' lives from an adult development perspective (i.e. Helsing, Howell, Kegan & Lahey, 2008). This perspective offered a fresher idea of what development involves in this context. However, authorship and its implications was one of the many issues that needed to be further understood and depicted from the very core of existent conceptual distinctions. For this reason, the terms *authoring* and *self-authorship* emerged in this study as key concepts proposed to track revealing moments of authorship development in the ELT profession.

1.3 Setting

The present study was conducted within the Mexican public higher education context in which experienced Mexican non-native English speaking ELT teacher-researchers interact and develop professionally. Public higher education has programs such as the PROMEP (*Programa para el Mejoramiento del Profesorado*) which offers research grants for research groups (Cuerpos Académicos) and scholarships for post degree programs and the SNI (*Sistema Nacional de Investigadores*) a governmental agency which promotes and evaluates professional research activity in Mexico and offers research grants. Both federal programs support scholars in public higher education in Mexico. Thus, ELT teacher education programs and senior teacher educators were mostly found in public universities.

1.4 Assumptions

In order to further understand the *authorship* component in the EFL profession, the following assumptions on authorship and professional development within the EFL context in Mexico needed to be highlighted.

- 1) There are key moments in the *Authorship Development* of EFL teacher-researchers in the profession.
- 2) There is an increasing demand for “*authoring*” or theory development in language teacher professionalization (Richards, 2011).
- 3) There are international circles and policies that shape local “*authoring*” (Lillis & Curry, 2010).
- 4) There is a *self-developmental* factor in teachers’ *AD* (Magolda & King, 2012; Kegan, 1994).
- 5) There are different types of networks in which TRs participate (Johnson, 2009)
- 6) There is a relationship between *AD* and these teachers’ participation in their communities of practice.

1.5 Aims and questions

The core aims of this research were the following: (a) to explore EFL teacher-researcher’s perceptions of their key moments in the profession, (b) to find evidence of what authorship development looks like in TRs’ professional lives and (c) to describe TRs’ participation in national and international networks in ELT and other fields. To do this, the following questions needed to be answered:

RQ1. What do key moments in ELT Teacher-Researchers' professional development processes reveal about their authorship development?

RQ2. What is the relationship between these teachers' authorship development and their participation in networks in ELT and other fields?

1.6 Chapter summary

This chapter offered an overview of the role of authorship development in Mexican non-native ELT teacher-researchers lives, relevant studies related to this investigation as well as the objectives and research questions that will lead this study. Also, key information about the setting studied was briefly illustrated. The following chapters will provide additional information and analysis of the rationale, methodology, results and conclusions of this investigation.

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2.0 Introduction

Authorship has been studied in a variety of disciplines, yet it has not been exhaustively researched and described in the EFL context in Mexico. Several authors connect this concept to publishing in academia (e.g., Overington, 1977, Lillis & Curry, 2010, Carrasco & Kent, 2011, among others) while others have explored the concept of *author* in second language writing (e.g. Ferris, 2003; Hyland, 2003; Kellogg, 2008, among others). In this study Authorship Development (AD) in teachers' professional development (Wallace, 1991; Richards, 2011) is explored using the lens of a sociocultural perspective in teacher education (Johnson, 2009). The concept of professional development is in fact used as an umbrella to address the concept. Thus, this chapter provides a discussion on the most

salient literature on the topics associated to this concept in the EFL teacher-researcher's Mexican context. Firstly, on the nature of professional development and the EFL community in Mexico highlighting the publication demands in the discipline. Secondly, key perspectives of Authorship Development (AD), Self-authorship and Authoring connected to teacher-researchers' activities are described (Baxter & King, 2012; Carrasco & Kent, 2011; Kegan, 1994; Lave & Wenger, 1991). Finally, relevant literature for this discussion about authorship development in L2 and networking is discussed. From these connections, this section offers the theoretical foundations that support the present study, which is described in this chapter.

2.1 The professional development of EFL Mexican teacher-researcher's (TRs)

Teacher education as training is identified by Richards (1989) as an approach that perceives teachers as deficient subjects who need to develop methodological skills for improvement. The content is represented by a given curriculum that includes the methodology teachers must follow step by step to enhance performance. Moreover, teachers are seen as subordinate to the teacher educator who is seen as the expert and model to be imitated. This approach is shaped by an inflexible curriculum that aims to provide teachers with the necessary knowledge and abilities to ensure their quality of teaching in terms of standardized procedures.

Teacher education as development, and as somehow opposed to training, is an approach that Richards (1989) supports with a wider and more complete perspective of teaching. In this process, teachers' knowledge is highly valued to construct a holistic approach for teaching and learning. The content is represented by a negotiated curriculum

which is process and values based. Constant reflection and analysis are seen as life skills to cultivate. In addition, the teacher and teacher educator are collaborators who seek opportunities to reflect on teaching practices. This approach is shaped by a flexible curriculum that encourages teachers to be more analytical about their professionalization, providing a life changing opportunity to find their teacher persona in a constant developmental process.

In the following table adopted from Richards (1989, p. 8), some the differences between training and development in teacher education are summarized.

Table 2.1 *Training and development perspectives on teacher education*

	TRAINING	DEVELOPMENT
APPROACH	deficiency view methods based external knowledge improvement oriented prescriptive atomistic approach top-down	development view on-going process internal knowledge awareness oriented non-prescriptive holistic approach bottom-up
CONTENT	narrow performance based skills and techniques received curriculum	broad values based process based negotiated curriculum
PROCESS	modeling practice imitation short term	inquiry based reflective action research long term
TEACHER ROLE	technician apprentice passive subordinate	knower investigator active co-participant
TEACHER- EDUCATOR	expert model interventionist	collaborator participant facilitator

The perspectives presented in the table above show two approaches that address some of the processes and roles that EFL teachers are expected to have. These early theories on teacher education are interdependent and both are part of professional development in teachers' lives. TRs in this research are scholars who had already gone through these processes for at least ten years and have already had a transition from training towards development and vice versa. In fact, most of them work as teacher educators and therefore are in a high developmental stage of their careers.

2.1.1 Professional development in the Mexican ELT context

As in most other professions the professional development of a non-native English teacher in Mexico is both a complex and endless process framed by different factors. These are related to the acquisition of a variety of literacies in two languages such as language proficiency, content and contextual knowledge, specialized cognitive knowledge, theory development (Richards, 2011), training and reflective skills (Richards, 1989; Singh & Richards, 2006; Wallace, 1991). The professional development of the Mexican ELT (English Language Teaching community) scholars has been influenced by these TESOL (Teachers of English as a Second or Other Language) standards. Therefore, there has been an increase in the demands of both training and developmental programs.

Foreign language teachers fulfill specific demands in order to develop professionally. Today, most graduate BA students from EFL teaching programs in Mexico are trained to be proficient in English and possess the methodological skills to teach the language. As well as teaching, other programs encourage them to demonstrate their

research skills when developing a research proposal (e.g. Sayer, 2007). Thus, EFL teachers are involved in different teaching, learning and social contexts.

Yet generations of senior TRs in Mexico have a different backgrounds. Many of them hold a BA in another discipline such as Psychology, Pedagogy or Linguistics to mention some. It was after the 80's that some EFL teacher education programs started to emerge as well as international language certifications. So TRs with more than 20 years of experience are likely to have different professional development paths.

Currently TRs in higher education work under a certain amount of pressure to stay up to date. Therefore they research, present, teach and establish formal and informal networks. What's more, it has been observed that becoming an author has recently turned into an indicator of such development (e.g., Ojeda, 2012).

2.1.2 A Sociocultural Approach to Professional Development in ELT

Teacher education has been transformed in the last couple of years, and for many it has been oriented to a sociocultural perspective (Vygotsky, 1978) moving from training towards development. This issue is addressed by Richards (1989) when arguing that training is a more traditional paradigm in teacher education while teacher development “offers a richer and truer conceptualization of teaching” (p.9). In a later work, Singh and Richards (2006) claims that a teacher's identity is socially constructed and it is constantly changing. From this perspective, identity is seen as a development feature in teacher education since it is an intrinsic and value based process. ELT academics produce and

reproduce knowledge about teaching, learning and the profession. In this way, TRs gain expertise while developing their authorship. This leads them to develop more in the profession while socializing their work.

Karen E. Johnson (2009) questions what a sociocultural perspective has to offer to L2 teacher education. Taking into consideration Rogoff's (2003) assumption that cognitive development in human beings is subject to "cultural practices and circumstances of their communities" (p.3), Johnson (2009) builds on a series of arguments to understand "teachers as learners of teaching, language as a social practice, teaching as a dialogic mediation, the macro-structures (social, cultural and historical) as surrounding elements in the L2 teaching profession and the inquiry-based approaches to professional development." (pp.3-6). This perspective offers a complementary and more holistic view of TRs' development in the profession. Accordingly, the integration of a cognitive and sociocultural perspective brings together a framework for tracing a standpoint to trace how TRs learn. Using this frame, Authorship Development (AD) in the profession can be seen as an individual but also as a collective process in which participation and networking in the community of practice are present.

2.2 Authorship Development (AD)

Developing as an author involves learning from specific moments in the career of a foreign language teacher. Such significant events are shaped by the nature of learning in the career. In this thesis, AD refers to the cumulative authoring and self-authorship experiences that shape TRs professional development. In this section, these perspectives are discussed

to provide a framework on how it is understood that teacher-researchers develop their authorship.

2.2.1 Authoring & self-authorship

The term authorship is defined and/or described from different perspectives. It is initially seen as a way to produce scientific knowledge in academia, so it is mainly focused on what research writers can produce. It is also described in terms of the rhetorical features that writers must manage in order to become an author, so the writers' voice tends to reveal authorship. Those theories refer to "authoring" or knowledge production in formal contexts. Nevertheless, another perspective is offered from an adult development angle that describes authorship as a high level thinking order in adulthood, a concept developed by Baxter Magolda and King (2012) later on as "self-authorship". In this way the following section relates the previous perspectives on authorship and discusses them in terms of the EFL teacher-researchers' background.

2.2.2 Authoring: An academic perspective

The term *authoring* is generally associated to scientific production. Overington (1977) addressed this term to state that an author is the individual capable of writing persuasively for an audience and with a specific purpose. Within the EFL teacher-researchers' context, becoming an author likely starts from the moment that these teachers present their research proposals in a particular program. While doing this, EFL teacher-researchers have the opportunity to interact with "experts" to present their projects, which are later evaluated by well-known researchers in their institutions. Later, other national and international research and publishing experiences become relevant developmental stages in

their lives. In sum, from the perspective of science, researchers produce knowledge to participate in the so called knowledge society. They do it by creating awareness and understanding of specific contexts, and in some cases, contributing to change.

In order to be able to participate in academia EFL teacher-researchers need to master the skills and conventions to write in a foreign language for specific audiences. This implies developing academic literacy in at least two languages. Barton and Hamilton (2000) conceive literacy practices as “the general cultural ways of utilizing written language which people draw upon in their lives” (p.7). It is so from the moment in which writing is part of our everyday life in academia, and when it is done within a specific culture for text production. Literacies are also considered situated social practices (Barton & Hamilton, 2000). In the vast studies on literacy, the ecological perspective has gained recognition in last decades. Barton (2007) states that “an ecological approach aims to understand how literacy is embedded in other human activity, its embeddedness in social life and thought, and its position in history, in language and in learning” (p. 32). When connecting authorship to this view of literacy, an interesting discussion emerges since becoming an author is not an isolated process; on the contrary, it is bound to the author’s personal history, his or her social and cognitive development and his or her specific contexts.

In this discussion it is relevant to highlight the benefits that EFL teacher-researchers obtain when developing academic writing skills in English - their second language in most cases. This is due to the fact that the global academia acknowledges this language as the leading means of communication. As Lillis & Curry (2010) reveal, “English plays a central

role in such globalization systems and practices, being considered by prestigious institutions to be the global language of Science and by many participants in text production – including scholars, reviewers, translators, editors – as the default language of Science and academic research and dissemination.” (p.1) Therefore, the fact of mastering the academic skills to communicate effectively through writing has eased the access of some ELT community members into a global text production. As a result, there are a number of non-native teacher-researchers who have the opportunity to publish in both national and international prestigious journals.

2.2.3 Authoring: A rhetorical perspective

The discursive analysis of the rhetorical aspects of writing is the subject matter of this perspective of authorship. In specific, the strategies and devices used in persuasive writing by non-native speakers are a central issue in ELT. English teacher-researchers use the language in a particular way to achieve specific purposes. They write specific texts for specific audiences, which may be experts in the area, other teachers and students. Hinkel (2002), for example, explored the linguistic and rhetorical features of the texts that Chinese, Japanese, Korean, Vietnamese, Indonesian and Arabic students write. In this study the differences between 1,215 NNS and 242 NS essays were statistically analyzed taking into consideration the students' nationality. The results indicated that the third person is more used by NNSs rather than NSs. Using third person is a decision that the author has to make, which reveals the author's philosophical belief on how knowledge is constructed. From this, we can see that the rhetorical features of NNSs' writing does show key features of their authorship. Writers make decisions taking into consideration the individuals who will read their papers, the type of text they are writing, their own purposes and their proficiency

in the language. Managing genres, which are born within frames of reference in situated contexts and strongly connected to text writing (Berkenkotter & Huckin, 1995) represents a challenge that most teacher-researchers have to overcome during their professional development. And, in the end, they learn the ways to make themselves understood and heard in specific audiences.

Investigations such as Hinkel's (2002) provide evidence for the idea that writers make sense of the world based on certain *cultural thought patterns* that determine the types of texts that they create. In this regard, contrastive rhetoric has played a major role in comparing and contrasting different languages such as Spanish and Italian with English. Kaplan (1966), the father of the contrastive rhetoric, argues that logic in writing is determined by culture. Then, there are differences in the rhetorical expectations in different cultures. From this, he claims that there is a strong influence from writers' L1 in their L2 writing. Although this is an important contribution to our understanding of the nature of L2 persuasive writing, Kaplan (*ibid*) has been criticized by a number of authors (e.g., Scollon & Scollon, 2001) for his radical claim on the influence of culture in argumentative relevance. This suggests differences on reasoning processes among people from different cultures which has been proven wrong. Yet, he has established the basics for exploring writing organization from a socio-cultural perspective.

The rhetoric of EFL research writing in teacher education has been studied by several Mexican academics such as Encinas (1996), Busseniers et al. (2010) and Crawford (2010) among others. In these studies, the nature and features of persuasive writing in L2 has been explored. These studies have found that argumentative and persuasive skills in

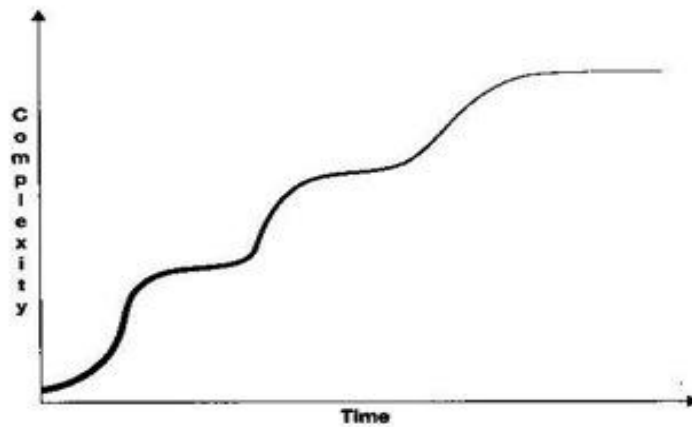
English are complex abilities to be developed by nonnative speakers. However, EFL teacher-researchers must develop the skills to become efficient writers, which is a central step to becoming authors in English.

2.2.4. Self-authorship: An adult-development perspective

It is widely known that the authorship development of any writer has to do with his/her experience in the world. From this viewpoint, it can be argued that writers' perceptions of themselves and their perceptions on authorship constitute a salient factor that may depict their developmental trajectory in this process.

The extent to which authors develop in different disciplines is also affected by their adult development. Kegan (1994), a well-known adult developmentalist, has explored humans' mental complexity in order to depict how people make sense of the world. The descriptors used in this theory are drawn from the basic notion of what is subject (not seen) and object (grasped) by individuals. This author's studies (1982- 2009) have rendered a reliable theoretical framework to follow the trajectory of mental growth, which involves a self-authorship construction. Furthermore, this has contributed to the understanding of development of different phenomena throughout an individual's life. Kegan and Lahey (2009) draw the development of mental complexity as follows.

Figure 2.1 The trajectory of mental development in adulthood



In his theory of adult development, Kegan (ibid.) identifies five stages or orders of mind, from which four can be developed in adulthood. These are the instrumental mind, the socialized mind, the self-authoring mind and the self-transformative mind. In the instrumental stage adults see their own impulses as primal, are unable to see perspectives from others and cannot reflect upon themselves or identify patterns in their personality. At this level, adults are subject to their desires. In the socialized mind individuals are aware of the influence of others' perspectives in their lives as well as their needs. They are capable of putting their individual interests upon a reflective lens, yet they are dependent on relying on others to generate answers. Then, when reaching a self-authoring mind, adults possess the skills to differentiate themselves from others, evaluate their own values system and shape their identity. At this point, individuals are able to manage conflict and reach leadership. Finally, adults in the self-transformative order, a very small minority, are able to reflect on the limits of their own work. They can recognize what is in some way partial or incomplete in their work or perspective and make space for revision and development.

Furthermore, they grasp the incompleteness of systems as a fundamental part of their own construction. These descriptors are shown in the following table adapted from Kegan (1994, pp.314-315).

Table 2.2 *Kegan's development stages in adulthood*

Developmental Stage	Object (what is primarily seen)	Subject (what shapes knowledge)	Core Structure of Meaning-Making
Instrumental Mind	One's impulses, perceptions	One's needs, interests, desires	Categories
Socialized Mind	One's needs, interests, desires	Interpersonal relationships, mutually	Across Categories
Self-Authoring Mind	Interpersonal relationships, mutually	Self-authorship, identity, ideology	Systemic
Self-Transformative Mind	Self-authorship, identity, ideology	The dialectic between ideologies	System of Systems

From this, we can grasp the importance of researching on development. Such investigations have opened the door to exploring humans' experience from a psychological perspective, which may be applicable to any knowledge field. This theory is worth taking into consideration for tracking teachers' development since it is strongly connected to professional development in teachers' lives. There are a couple of studies on this matter, mainly carried out at the Harvard Graduate School of Education. An example of this is Helsing, Howell, Kegan and Lahey's (2008) study on how educational leaders struggle with complex decisions that leads to change in schools. This is a case study that depicts how a teacher develops psychologically how she is guided by her own development in order to contribute to change in her professional context. This study creates a significant research path to be followed and adapted to other educational contexts such as the non-native ELT teacher-researchers' community. By doing this, interesting results may be obtained by tracking its members in their own evolving paths.

2.3 Authorship development in the EFL discourse community and networks

It can be said that Mexican TRs are members of a discourse community, the EFL teacher-researchers' community in which their learning is partly the result of social participation. Swales (1990, p. 4) defines a discourse community taking into consideration six characteristics: "1) it has broadly agreed common public goals, 2) it has mechanisms of intercommunication among its members, 3) it uses its participatory mechanisms primarily to provide information and feedback, 4) it utilizes and hence possesses one or more genres in the communicative furtherance of its aims, 5) it has acquired some specific lexis and 6) a discourse community has a threshold level of members with a suitable degree of relevant content and discourse expertise". Then, members of the ELT community in Mexico and all over the world share specific goals, activities, rules and identities. Within this framework, developmental trajectories are surrounded by these sets of conditions. This community can also be seen from a discursive practice approach (Young, 2009). From this perspective practice is "the construction and reflection of social realities through actions that invoke identity, ideology, belief, and power" and entails repetition in the sense that "a person may perform a practice for the first time in their life but, through direct or indirect observation, the person has knowledge of the history of a practice in their community, and it is that history that is extended in practice" (p.1). Furthermore, discourse is seen as everything that has to do with language. Young (2009) expands its meaning and conceives it also as "societal meaning making systems such as institutional power, social differentiation of groups, and cultural beliefs that create identities for individuals and position them in social relationships" (p.2). In this investigation, TRs' authorship development is seen through this

lens since it involves practice and discourse in the profession in a specific personal and professional context.

EFL teacher-researchers' interactions are established via networks, and the issue concerning creating them has recently been discussed. Johnson (2009) suggests that there is the necessity to "include teacher's informal social and professional networks" (p.6) in teacher education programs. In this sense, both informal and formal networks are recognized in teachers' lives. The first is a social network while the second is a professional one. This is actually becoming a must in teacher development programs today. Networks contribute to TRs development since socialization gives them the exposure to new contexts where they continue learning and creating. In fact, new approaches to mentoring in different disciplines has put a great emphasis on it, such as Higgins and Kram (2001) who support the idea that teachers should have the sufficient updated knowledge to face the challenges of globalization. So, networking seems to be a way to develop TRs' communities.

There are a series of features that teachers of English as a foreign language share. These are related to what these teachers know, what they do and how they feel identified. Such elements are shared by the members of a community of practice as conceived by Wenger (1998). The members of the Mexican EFL community tend to follow certain paths in their professional development, which is enhanced by their participation in the community. These teachers need to acquire specific skills to participate in the profession, so they are immersed in continuous teaching-learning processes in a variety of contexts. And, they contribute to the production of scientific knowledge.

In this context, teachers participate in particular ways in the community in order to become members. There are certain practices in the ELT academy that are followed by practitioners in order to gain recognition in the field. Such activities focus on teacher development and involve engagement in best classroom practices, material design, text book production, research development, publication and presentations in national and international forums, among others. These practices allow teachers to accumulate expertise that is reflected in higher participation in the community. This process consists of going from the periphery of the discipline to belonging to the mainstream group. These practices and specific behaviors distinguish the EFL teachers-researchers' community as a disciplinary culture (Becher & Trowler, 2001).

EFL teachers often publish a variety of text types in order to actively participate in the discourse community. These teachers' products consist of research proposals, reports, assignments, tests, projects, articles, biographies, memoirs and text books mainly. Encinas and Keranen (2010) for example have found that there has been an increase of certain text type production by EFL teacher-researchers as a response to the global demands of education. Consequently, they are expected to manage the rhetorical features of these text types. Publishing is a consolidating stage in EFL teacher-researchers' lives and therefore a significant career transition. Ibarra (1999) notes that career transitions are decisive opportunities for developing networks. This makes sense if we think of the establishment of networks as key moments in TRs' careers to develop their productivity. This is due to the reciprocal interaction of networks in which individuals benefit in their career paths (Ibarra

& Deshpande, 2007). It is then when we can see that authorship development is somehow influenced by the establishment of networks in the career.

In other words, EFL teacher-researchers belong to a discourse community that has been shaped by certain philosophies and practices, several adapted from a global context. This has a direct effect on what teachers do and how they do it. Moreover, it is undeniable that there are a growing number of networks in the field and that TRs' productivity is higher today. As a result, many TRs are networking more than ever. They know there are a number of skills to develop to enhance their professional development as well as academic literacies to be able to publish.

2.4 Authors' enculturation and apprenticeship moments

Authorship experiences may be identified as key moments in EFL teacher-researchers' professional development. Such events can also be known as enculturation moments in which learning takes place during the career. While interacting with other members, these teachers acquire *the ways* of the community, such as the linguistic conventions of the profession to be used in specific texts, which distinguishes them as "insiders" (viz. Lave & Wenger, 1991; Lundell & Beach, 2003). Thus, when involved in academic writing, EFL teacher-researchers participate in a specific "intellectual territory" where there are a series of "social negotiations within the academy" (Prendergast, 1997). This is part of the nature of most research groups' dynamics in Mexican higher education institutions and it does have an effect on teachers' development as authors. When talking about the ELT intellectual research groups' territory it is essential to point out the challenges of L2 teacher education. This is mainly the ability to adapt to the "changing sociopolitical and socioeconomic context around the world" (Johnson, 2009, p.114). This is

the broader framework for teachers' professional development and participation in this century within the local and global contexts.

Lave and Wenger (1991) recognize that learning is social and it is enhanced while interacting with experts in a community of practice. In this theory, the role of engaging in an activity is pointed out as being the motto of participation. Thus, they claim that participation is structured while performance is systematic. Then, when teacher-researchers engage in text production they need to collaborate with experts so that their research papers are accepted (for example Carlino, 2005). So, they need to comply with the experts' rules for participation. Therefore, L2 authors' learning is both the result of individual and collective thought processes while they identify themselves as professional writers and such as members of the ELT academia (Wenger, 1998).

There are key apprenticeship moments in EFL teacher-researchers' development as writers. Following Lave's (2011) apprentice theory in which she claims that all individuals are apprentices of their own evolving practices, apprenticeship is subject to social, historical and cultural contexts that influence how a single writer makes meaning. In L2 teacher education, writing involves a variety of key processes. These encompass learning the persuasive rhetorical features of English, developing cognitive skills, negotiating meanings, socializing knowledge, interacting with experts, participating according to the rules of the ELT academia, identifying oneself as a professional writer, among others. Unfortunately, there is no clear evidence on how authorship specifically evolves in teachers' professional lives and what this development looks like. In this regard, teachers'

mapping of key moments in their personal history may produce interesting insights on this matter.

2.5 Chapter conclusion

The theories discussed in this chapter integrate current theories on the professional development of language teachers, authorship development, self-authorship, authoring, and networking. As observed in the literature, it can be said that authorship development is an unexplored yet present phenomenon in the EFL profession. And it can be explored in terms of social and cognitive dimensions within a determined discourse community. Therefore, the theory already presented was incorporated within the Mexican EFL context.

CHAPTER THREE: METHODOLOGY

3.0 Chapter overview

3.1 The research design

3.2 Participants

3.3 Instruments

3.3.1 Personal narratives

3.3.2 Curricula Vitae (CVs)

3.4 Data collection procedure

3.4.1 Curricula Vitae (CVs)

3.4.2 Interviews

3.5 Data analysis

3.5.1 Personal narratives

3.5.2 Curricula Vitae (CVs)

3.6 Chapter Conclusions

3.0 Chapter overview

Finding evidence of authorship development (AD) in TRs' careers as well as its relationship with networking in the EFL profession required a combination of research traditions and the use of at least two sources of information. The research design used in this project is described first in this chapter. Then, background information of the participants is provided. Finally, a description of the instruments used, the data collection and the data analysis procedures followed in this study are given.

3.1 The research design

Multiple cases of experienced EFL teacher-researchers were investigated. They were part of a “bounded system over time through detailed, in-depth data collection involving multiple sources of information rich in context” (Creswell, 1998, p.61). The present study then became a collective case study used instrumentally (Stake, 1995) to trace authorship development (AD) as a key component in the professional development of EFL teacher-researchers. Different sources of information were used in this study as means of triangulation. Accordingly, the data obtained was used to develop interpretations from qualitative and quantitative sources in this investigation (Creswell, 2003). Therefore, a mix-method research design was adopted.

A collection of personal narratives from interviews with teacher-researchers in ELT were chosen as one of the main sources of information. Narrative inquiry offers a number of benefits for teacher thinking analysis since it leads to opening teachers’ mental lives (Johnson, 2009). Narratives in this context are seen as forms of mediation, verbalization and systematic examination from a socio-cultural perspective (Johnson & Golombek, 2002) as well as products of social interaction immersed in defined cultural, historical and social settings. Additionally, data from these TRs CVs was used as a complementary quantitative source for interpretation.

Assuming that there were key authorship development moments in ELT teacher-researchers’ professional lives (see chapter 2), this research aimed to collect data to answer the following questions:

RQ1. What do key moments in ELT Teacher-Researchers' professional development processes reveal about their Authorship Development (AD)? and

RQ2. What is the relationship of these teachers' authorship development and their participation in networks in ELT and other fields?

Thus, key moments revealing authorship in the profession were identified in six Mexican ELT teacher-researchers' personal narratives, the qualitative component of this study. Additionally, teacher-researchers' CVs were analyzed quantitatively to trace TRs' activities in the profession.

3.2 Participants

The selection of participants was determined on the following criteria. In the first place, participants needed to be Mexican ELT teachers-researchers and non-native speakers of English since this community was still an unexplored area in terms of the Authorship Development (AD) of their members. Secondly, all of them had to hold a PhD and be acknowledged scholars by their institutions and/or national programs. The latter was considered an indicator of their high level/quality of their publications. In third place, generational and gender differences were considered to select participants so that possible further relationships of authorship taking into account these factors could be drawn.

Twelve TRs were invited to be part of this study via email. Several emails were sent again in different occasions when TRs did not reply within a week. Eight of them replied and agreed to participate. However, two of them did not follow up so at the end there were only six who were available for an interview and were willing to share their CV.

Three female and three male Mexican ELT teacher-researchers participated in this investigation. All of them had actively contributed to the English Language Teaching (ELT) academy in Mexico with their publications. At the time of the study, these ELT teacher-researchers were acknowledged scholars with different distinctions. The three male TRs were part of the *Sistema Nacional de Investigadores* (SNI), the National Organization of Researchers by the *Consejo Nacional de Ciencia y Tecnologia* (CONACYT), which is an grant given by the Mexican government to recognize the contributions of high level researchers to science and technology. One female participant was in the process of obtaining The SNI. By the time this study was finished, she had already gotten it. This TR happened to be the most experienced in the field and consequently the one with more published artifacts. The other female TR had obtained different types of diplomas and recognitions given to outstanding scholars by her home institution. Even when only four out of the six participants had been recognized by the SNI in this study, it is relevant to point out that there are still few TRs with SNI in the field of languages and education. Yet, there has been an increase of validation of more TRs work in the field in the last couple of years due to an increasing number of publications in the area (see Ramirez-Romero, 2009).

All of the participants held a PhD degree and actively published in English. Most of them also published in Spanish. Thus, the participants in this study were prestigious Mexican Teacher-Researchers (TRs) who were working at public universities in different states of Mexico. Also, they were involved in a variety of activities such as researching, lecturing, creating materials, training teachers, developing curricula and tutoring. Furthermore, they belonged to different national and international networks and associations such RECALE (an academic network on foreign languages), RILE (a research

network in foreign languages), MEXTESOL (The Mexican teachers' association of English as a second language) or worldwide such as TESOL (Teachers of English as a Second Language) among many other national and international professional networks. The participants in this study were selected in terms of their level of expertise as teachers and researchers in ELT taking into consideration their publication level and participation in the field.

3.3 Instruments

Two instruments were used to collect data from participants: an interview and the Teacher-Researcher's CV. Both were chosen to collect data about the participants' authorship development. In this study I viewed authorship development as an influential factor in the ELT profession, as discussed in second chapter with the different perspectives of authorship. Therefore, the CVs and interviews were used to identify professional development key moments that revealed authorship development in the career from the perspective of authoring (Lillis & Curry, 2010; Richards, 2011), self-authorship (Kegan; 1994; Baxter Magolda & King, 2012) and networking (Johnson, 2009; Higgins and Kram 2001).

3.3.1 Personal narratives

Using narratives from interviews offered a number of qualities suitable to explore the features of AD. The use of this instrument intended to explore teachers' perceptions of their own professional development in first place, then their key moments in the career as well as their publications were addressed. The data collected was also used as a way of documenting and engaging in narrative inquiry which sees teachers as "knowing

professionals or agents of change” (Johnson & Golombek, 2002, p.1). Moreover it allowed me to trace how TRs made meaning of transformation processes in their lives (Baxter Magolda & King, 2012; Johnson and Golombek, 2002). Using this instrument offered the opportunity to find similarities and differences among TRs’ career paths and what was revealed about their authorship development.

3.3.2 Curricula Vitae (CVs)

The CVs provided by these scholars were professional documents with different formats that contained information about their identity, schooling, publications, presentations, memberships, associations, and distinctions among other relevant aspects and products of their academic life. Even though the CV is a document that might be used with a verity of purposes in the career, it offered a very complete overview of the participants’ trajectory in the profession. Furthermore, it provided information to analyze how these teachers started participating in the ELT community. In this way, this document aimed to provide a second glance to locate authorship in terms of professional production.

3.4 Data collection procedure

This investigation followed a series of steps to collect the data needed to answer the research question. The instruments were chosen and designed, piloted and then improved. First of all the number of participants and the selection criteria already described were defined. Experienced TRs who publish were all busy scholars with demanding activities in coordination, teaching and researching who did not have much time left for an interview. So, from twelve initial candidates only six followed up the requests sent by email. Then, these participants were asked to share their CVs for the study. Later, information about

their professional development was requested in a twenty minute interview via Skype. Spanish was the language used for the narrative interview in order to create an atmosphere of confidence and comfort as well as to generate rapport with the participants.

3.4.1 Curricula Vitae (CVs)

When the participants agreed to collaborate with the research, they were also asked for their CVs (in an electronic version). Some of them provided such information right away while some others accepted and explained that they needed time to update this document or that they had several versions. In that case, the most complete version was requested. It is important to highlight that the participants in this study showed willingness to collaborate with this study and they shared their CVs without hesitation. All of them signed a consent letter allowing the researcher to use the information they provided for the aims of this research.

3.4.2 Interviews

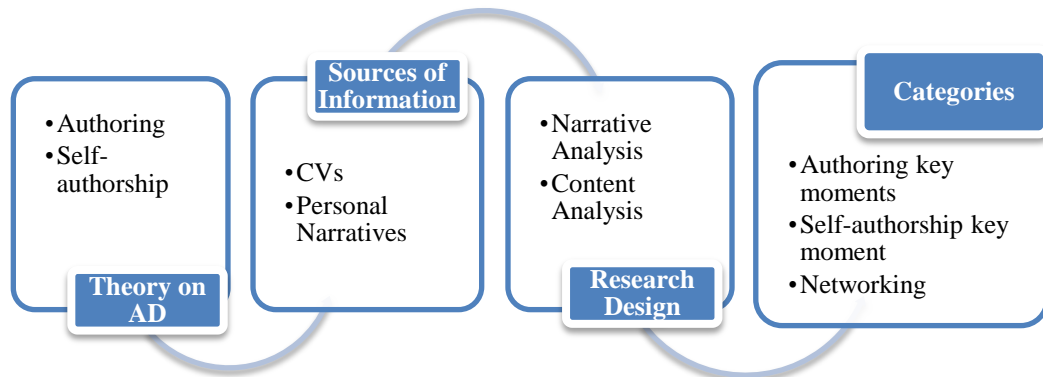
The interview was piloted three times with professors with similar profile to the actual participants in this investigation. This process allowed the improvement of the questions asked in the interviews with the actual participants of the study. All of the interviews were requested to be carried out via Skype, the Microsoft software for online voice and video communication since all of the participants were from various states of the Mexican republic. After the interviews were scheduled via email, a consent letter was sent and the life story protocol format asking the participant to fill it in with their key moments of professional development before the interview. This was only supporting material to support the interview responses. However, the first two teacher-researchers had no time to

do this beforehand. They preferred to look at their CVs during the interview, which facilitated their responses. Therefore, the life story protocol was not used as an instrument. So, after arranging the interviews with the participants, key open questions were asked to collect the data. Each interview was video recorded with previous agreement of the participants.

3.5 Data Analysis

In order to offer a systematic representation of the TRs' experience, this study used both a narrative and content analysis. On the one hand, a thematic analysis was used to explore what was reported in TRs' personal narratives in which according to Riessman (2004) "emphasis is on the content of a text, *what* is said more than *how* it is said, the *told* rather than the *telling*" (p.2). On the other hand, the CVs were analyzed by using content analysis in which data is examined systematically and thoroughly to identify themes and categories (Zhang & Wildemuth, 2009). From a first examination, two categories were established from the theory explored on AD to find patterns in the personal narratives and CVs. These were *authoring and self-authorship* (see 2.2). The following figure shows a graphical representation of how the theory discussed in chapter two guided the research design.

Figure 3.1 Theory Driven Design



Later on the findings obtained in the CVs and Interviews revealed the presence of other categories. Thus, adjustments in sub categorizations had to be carried out at different stages of this study. Then, the analysis was focused on TRs' key moments in the profession related to authoring, self-authorship as well as their networks. Eventually, the data was categorized again after more careful examination, a process in which patterns emerged and interpretations took shape.

3.5.1 Personal Narratives

Narratives obtained from the interviews provided evidence on how the participants made meaning from significant moments in the career. In order to ease rapport with the participants and avoiding misinterpretations with the data collected in the interviews, they were carried out in Spanish. Later, some abstracts with key evidence to answer the research questions were translated into English by the researcher. Thus, these key reflective moments in the interviews were classified in tables. The narratives complemented the

results obtained from the CVs. Thus, both abstracts and CVs were triangulated with the theories of authorship reviewed in the second chapter to respond to the research questions and in that way offer a way to approach AD via their key moments in EFL teacher-researchers' lives and the influence of AD in their participation in the local and global networks they belong to.

3.5.2 Curricula Vitae

The CV was analyzed in order to gather key factual information about the TRs participation throughout the career in a chronological order. Therefore, this document was analyzed in terms of its authoring and networking component. The first refers to the number of TRs' products while the second was identification of key connections among TRs and the different networks they belonged to. Once these codes were established some similarities and differences among the participants' CVs were highlighted in tables.

3.6 Chapter Conclusions

This chapter presented a description of the way the data were collected and analyzed in this study. Initially the participants' profiles were described and then the instruments and the methodological approach to analyze the data were defined. In this process a mix-method approach was used in order to respond the research questions posed in this dissertation. The following chapter provides the evidence found to answer the questions.

CHAPTER FOUR: RESULTS

4.0 Chapter overview

4.1 AD and TRs' professional development

4.2 Self-authoring: Becoming teachers, researchers and authors

4.3 The journey toward self-authorship: Critical moments in the EFL profession

4.4 Authoring – TRs' reported activities

4.4.1 Publications

4.4.2 Thesis supervision

4.4.3 Presentations

4.5 Context matters

4.5.1 TRs' Roles

4.5.2 Gender

4.5.3 Institutions: National and international settings

4.6. Networking locally and globally

4.7 AD revisited: Authoring and self-authorship

4.0 Chapter overview

This chapter offers a thorough account of the results of the meticulous analyses of the data obtained from the 6 TRs' CVs and interviews. First of all, an account of authorship development (AD) in TRs' professional development is presented. Then, the results of the TRs' self-perceptions and their key significant moments in the profession are shown to make sense of the AD components in their development as authors. Subsequently, key authoring moments from TRs' CVs are presented. Finally, the influence of networking in

these TRs’ professional development is highlighted as a significant factor in their participation within the ELT local and global communities.

4.1 AD and TRs’ professional development

This investigation opened a path to the exploration on Authorship Development (AD) and its components in EFL Teacher-Researchers’ lives. This concept was coined while researching on what being an author in the profession meant. In the present study, AD is seen within the lens of professional development in ELT. Thus, from the theories reviewed in the second chapter (*inter alia.*, Baxter Magolda & King, 2012; Johnson & Golombek, 2002; Kegan, 1994; Lillis & Curry, 2010 Richards, 2011), two terms are used to approach this concept: *self-authorship* and *authoring*. Through the theoretical framework constructed in this thesis, these were identified as key components in the EFL profession. The first addresses TRs’ personal and professional growth or transformation throughout their career while the second has to do with their productivity. Then both *self-authorship* and *authoring* are seen as experiences that contribute to the construction of Teachers-Researchers’ AD (see table 4.1 below).

Table 4.1 *Authorship development in the EFL profession*

AUTHORSHIP DEVELOPMENT	SELF-AUTHORSHIP	<i>Self-development / transformation throughout the career</i>
	AUTHORING	<i>TRs’ products/ creations in the profession</i>

This study started with an interest in shedding new light on what authorship development looks like in EFL teacher-researchers’ lives; therefore, an exploration on who these “authors” were also began. When I started exploring who these well-known scholars

were, most of the names I found (in books, articles and conference booklets related to the teaching of foreign languages in Mexico) were teacher-researchers who worked in public universities. Thus, I emailed twelve candidates to later on follow up the cases of three male and three female teacher-researchers.

The TRs interviewed in this study were asked about their perception of the word “authorship” initially. Some of their responses matched one or the two dimensions of AD already depicted in the table above. Notice that TRs’ names in this study were pseudonyms and translations were made by the researcher.

Table 4.2 *Defining authorship - TRs’ perceptions*

TR1 - Rosa T (39) R (30)	TR2 – Julio T (32) R (28)	TR3 – Claudia T (28) R (28)	TR4 - Sebastian T (20) R (21)	TR5 – Manuel T (14) R (9)	TR6 – Isabel T (12) R (9)
<p>“Authorship...with writing... with the writing process you are going through to communicate your ideas...”</p> <p>“I think that when you become an author... when you see an article published...when your name is there is when you become an author...”</p> <p>“...it is you creating something that is yours, it’s like your child, something you fed... that you created, but that is born until it’s published.”</p>	<p>“Authorship... with creation, innovation, production, new ideas.”</p>	<p>“Authorship... with something that belongs to someone...”</p> <p>“...someone who produces something, who produces something... that can be an intellectual property...”</p> <p>“...you are author of your life, you are author of your academic texts, you put your stamp of authorship in your classes...”</p>	<p>“Production, concretization of academic work, satisfaction, contribution.”</p>	<p>“... two concepts come to my mind... to be author of published work...and the other has to do with being the author of your own life... or to plan and conduct your own life.”</p>	<p>“...responsibility and capacity... when you are reporting something that you did as a researcher you always have a lot of responsibility or really reflecting what you did, what happened, how it happened, but also you also need to take into account your audience...”</p> <p>“... to be an author has recently become something normal in my life... now I feel confident to write texts by myself, I am able to lead a</p>

					<p>large research project... in which I can say that I can contribute..."</p> <p>"...in this moment I can say that... I can talk about authorship in my profession."</p>
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Most of them connected this term to writing a text and publishing it and one of them, Claudia, to teaching, the *authoring* dimension in this study. However, Manuel also related this concept to the power of conducting his own life, identified as part of the *self-authorship* dimension already depicted. The TRs' perceptions of authorship provided significant insights on how they viewed "authorship" in general terms and their answers indirectly revealed how they viewed themselves as such, as found explicitly with Isabel (see table above).

Furthermore, TRs' answers and CVs provided evidence that indicate that authorship is developed within a social and cultural context in the EFL profession. Thus, their critical moments in the profession and their participation were documented in this study as a means to portray how they have consolidated as TRs and authors. The following subsection provides further evidence on how TRs went through different processes in the profession.

4.2 Self-authoring: Becoming teachers, researchers and authors

Feeling identified as a teacher, researcher and essentially an author is part of what TRs reported when being asked about how they perceived themselves in the profession. Overall their answers revealed that their teaching and researching experiences have built

their *selves* in the profession. Even though their background is different, all of them have gone through change processes that have transformed the way they feel and think about their careers. At the same time their specific contexts have also shaped their participation in the ELT community. The highlights of their answers are shown in the table below in which background information about TRs' years of experience in teaching (T) and researching (R) is also provided. All the tables of this section present TRs' answers from the most to the least experienced ones.

Table 4.3 *Highlights on TRs' self-perception of current professional development*

<i>Teacher(T) –Researcher(R)</i>	<i>Highlight</i>
TR1 - Rosa T (39) R (30)	She feels more like a researcher-teacher rather than a teacher-researcher due to her recent participation in a research center.
TR2 – Julio T (32) R (28)	He is in a consolidation period since he has left behind a formative part in his career and now he is training other people and writing.
TR3 – Claudia T (28) R (28)	She feels glad to work at a prestigious public university because she has had many opportunities for her professional development.
TR4 -Sebastian T (20) R (21)	He is in a transition stage in his career due to a switch from working as a teacher educator to researching on indigenous languages.
TR5 – Manuel T (14) R (9)	He is in a growth process in his career as a senior researcher.
TR6 – Isabel T (12) R (9)	She starts seeing herself as a researcher.

The table above shows that TR's professional development is immersed in dynamic processes in different contexts. These results also show that TRs seem to feel identified as teachers in early years of the career followed by a teacher educator stage, in some cases, to later become researchers. Surprisingly, a sense of continuous learning and development was present in all the reported answers. In this never ending journey, a feeling of consolidation and career satisfaction seemed to appear after about a decade of researching as seen with TR6 - Isabel and TR5 - Manuel in table 4.3. In this process, authoring research

was in fact a key moment for the TRs' consolidation in the EFL profession. Thus, a variety of critical moments were connected to it.

4.3 The journey toward self-authorship: Critical moments in the EFL profession

This section portrays six experienced Mexican scholars' journeys in which transformation was clearly part of their growth in the profession. The analysis of how these TRs made sense of the key moments in their careers indicated the way in which their interaction with different contexts and their decisions have allowed them to build their selves, to author themselves in the profession. Evidence of this was the variety of turning points or inflection moments that were reported in the interviews. These key events in TRs' careers are shown in the abstracts from the table below.

Table 4.4 *Key moments in TRs' professional development*

<p>TR1 - Rosa T (39) R (30)</p>	<p>“...in fact the COTE certification changed my professional life... I took it at the same time that I did my M.A.... what I did by intuition changed, then I started doing things based in what I read...”</p> <p>“...then I finished my Master and that also changed me a lot... I could do my thesis alone because it was a distance program... and that was significant because it is a line of research I still holdsince seventeen years ago.”</p> <p>“Entering the new research center last year was one of the most influential events in my life... I think I would not have been able to be there without my PhD, I developed there a number of skills for researching... I moved to the US for four years and a half with my children, during that time my mother died ...then it was very painful...”</p>
<p>TR2 – Julio T (32) R (28)</p>	<p>“A very important moment was when I enrolled in the pedagogy major because I started working as a teacher simultaneously.”</p> <p>“Then... when I finished my major because that allowed me to work professionally and in that very same year I started working as a teacher trainer (at a public university)...”</p> <p>“Then there was an ongoing self-training process during ten or fifteen years at work while reading and reflecting in multiple courses given by experts in pedagogy who were generating theory in Mexico... I was in personal contact with these influential academics in higher education and like that I continued training... as their colleague.”</p> <p>“After that I studied my PhD (in an American university), that was another key moment in my education because I was trained in a program with high standards.”</p>

	<p>“... I was in charge of training teachers in my university then...”</p> <p>“Then, I come back to Mexico in a repatriation program, but I stopped working in teacher training in my university, instead I am sent to the foreign languages department in which I had no experience ...I had not asked to be there but I had to obey.”</p> <p>“I started from zero ... then I had to build all my academic life again... from that moment on, a double career has developed in my life, I continued producing, working, reading, participating in pedagogy but I do the same simultaneously in the area of foreign languages.”</p> <p>“...you can see in my products that there is a great amount of work in technology and education until academics in other universities start calling me to give them courses on research...”</p> <p>“Then I realize there is not enough material in the way research is done in Mexico in the area of foreign languages, so there is a turning point in my professional development and then I decide to generate information and I open a line of research...”</p> <p>“From this strong turn toward the foreign languages area, I participated in the creation of networks... then I started training people... I started working in collaboration with my students to write articles that are published in journals specialized in foreign languages...”</p> <p>“I have been in congresses, I have been part of different administrative committees, I have given conferences, I have presented books, a lot of things, then the last turning point is the moment when you know that you have your own material to do your work with the level of professionalism that I believed that one should have... so that gives origin to many more things and recently to a new research project...”</p>
<p>TR3 – Claudia T (28) R (28)</p>	<p>“When I finished my bachelor, that was a key moment because I also had the opportunity to go to England to continue studying for a year... and when I came back I was given a recognition by the Mexican government because I was the best student of my generation then... that motivated me to start working in the public sector and to continue with my development...”</p> <p>“...(when she was already working in a public university) another important moment was when the USA government gave me a scholarship to study American culture... I traveled to several states... I was given the opportunity to know a lot of different places in the USA and learn not only about its language but also its culture...”</p> <p>“Then another key moment was when I started attending the British Council workshops... for English teachers’ professional development...”</p> <p>“Later I start my M.A. studies in my home university... it was very demanding... it was two years of a lot of work... reading, working individually and in teams, doing research projects, etc...”</p> <p>“I was lucky then because my thesis supervisor was the head of the postgraduate department in that moment... she helped me direct my thesis because I was also involved in the creation of a new self-access project... so my thesis was focused on that...”</p> <p>“When I finish my master's degree I also get recognition for being a student with an average of 10 in the M.A. and I am given a very important distinction, a medal... that also prompted me...”</p> <p>“My development was not given by doing my bachelor, master and doctorate level all at once but doing each thing little by little... working, doing other things, experiencing,</p>

	<p>studying... and well also your normal life... not everything is work but also you need to live your personal life... you have to take care of your family and raise your children... in that sense I feel I was like measuring out things...”</p> <p>“Then when my daughter is about to start her bachelor I decide to start my PhD...from that moment to the present time I have continued... you cannot say you know everything nor you know how to do things nor I can call myself a researcher... I think that the PhD opens a door to keep on with your formation but with another vision, much more informed, much more experienced...”</p> <p>“I think that in a way I don’t regret my choices... having things away from each other because these were years for studying and working... if you see my CV they were courses, congresses, publications, then everything has been accompanied by a lot of work... I am happy with the way I have done it, I would have liked to do my PhD much younger but that was not possible, but I don’t regret it greatly.”</p>
<p>TR4 - Sebastian T (20) R (21)</p>	<p>“... I think the first was when I finished my first bachelor in tourism... in that time I was an English teacher but I did not have that background.”</p> <p>“When I finished my BA I took a specialty in educational research with professors from (a prestige public university in Mexico) and I was impressed by the way the course was carried out... I had never had a professor who indicated that he/she knew what he/she was doing... in that moment I decided to become a professor like them.”</p> <p>“A long way of training included taking a COTE course, becoming a COTE instructor, studying the bachelor in English teaching (in the UK)...”</p> <p>“When I took the COTE certification and I became an instructor I felt I knew everything about English teaching, but then when I studied the B.A. I realized the COTE was only a small part of what meant to be an English teacher or a teacher trainer.”</p> <p>“I also get to know the linguistics field, then I decided that my training was just starting and that I had to study an M.A. and a PhD.”</p> <p>“Another significant moment was when my first article was published in a local magazine (in the public university where he currently works)... seeing a printed outcome as a result of your work was a satisfying experience that made me feel very proud.”</p> <p>“Subsequently more important publications would come, they were equally significant.”</p> <p>“Finally, when I was studying my PhD in England I had another key moment that made me change my area of interest toward the indigenous languages in Mexico. It was a conference given by a Mexican linguist... he had been invited to the university where I was studying. That day... I also had the opportunity to talk with him... I learned about all the work that he had been done in Mexico regarding the study of indigenous languages. I was studying languages and I thought that the fact that I came from a state with a great linguistic diversity made me feel a moral responsibility to work with indigenous languages. In that moment I decided that I would work with indigenous languages as soon as I returned to Mexico even though my training was not oriented to do that. Working with indigenous languages for me has been like studying a second doctorate for me.”</p>
<p>TR5 – Manuel T (14) R (9)</p>	<p>“The first of those moments was when I was seventeen or eighteen, I do not remember exactly, it was the moment when I had to do my first research project in the university... it was important for two reasons, first because of the experience in empirical research and second because in that project or from that moment on I started to perceive that I could bring up interesting research problems and even go against established paradigms in the teaching of English... that piece of research was very stimulating for me because I had to translate a lot (from English to Spanish)... I felt that my English took a qualitative leap</p>

	<p>thanks to these translation exercises... it is actually with this interest in translation that I applied to study my M.A. in applied linguistics and get a scholarship to study it in the USA.”</p> <p>“The second moment was when I was twenty four or twenty five when I leave Mexico to do my M.A... I faced the research context of the USA that I thought was much more dynamic than the Mexican one in a university... there I was able to work with senior researchers in different sub fields of applied linguistics... and I participated for the first time in a formal research project...”</p> <p>“...that was a turning point for me because that raised my interest in literacy studies in the L2 context... in this process I acquired more complex conceptual frameworks...”</p> <p>“...another key moment was studying my PhD... it allowed me to follow up a line of research on academic literacy...”</p> <p>“...during the M.A. I felt I did not have enough authority to carry out interventions to really change the education system... I felt I did not have the sufficient elements...”</p> <p>“... I was fortunate to get a scholarship in one of the best universities in the world, the number 11 in the rankings... that gives you a lot of resources and access to a variety of intellectual resources... interdisciplinary seminars, funding for your own research projects, access to all the existing data bases... the interaction with senior researchers...”</p> <p>“...that also determined my social capital ... my international connections with researchers in other universities... I continue to have access to bibliographic resources that are harder to get from Mexico...”</p> <p>“... something very important is also the intensive training given in these programs for the publication of scientific articles and presentations that have allowed me to achieve high productivity...”</p> <p>“... maybe another defining moment for me is the incorporation to the university (where he currently works)...”</p> <p>“...another defining moment is... adjusting the range of my research... the research I want to carry out... narrowing much more the reach of my projects and the thematic range...”</p> <p>“I would like to mention another moment that would be the establishment of networks with other Mexican universities... that has allowed me to have a broader panorama of research in Mexico and also develop personal contacts that will be very valuable for my future research projects.”</p>
<p>TR6 – Isabel T (12) R (9)</p>	<p>“... there are good and bad moments, one was when I was in the B.A. as a student... teachers did not know how to meet my expectations... and I faced awkward situations with some of them, the classic moment of getting poor grades, having problems with them because of their methodology... that, initially, made me become what I am and not like them...”</p> <p>“...another very important moment was when I took my M.A. classes.. I think it was there where I learned to do research, to think about research like something I wanted to do in the applied linguistics field and also because of the level that teachers had, then I told myself I wanted to become one of them...”</p> <p>“... when being in the profession, I guess that arriving to (a new city in Mexico) at a young age was another moment... I was given a lot of opportunities... my bosses trusted me to develop projects... I guess that was another very important moment for me to show myself</p>

	<p>I could do it and to start my own research projects...”</p> <p>“... in the sociolinguistics area... that was the area I found more interesting... actually sociolinguistics and psycholinguistics... that helped me to narrow my research areas... the moment when I decided it was when I did my thesis because it was a requirement, but at the same time teachers told us not to be afraid of it but to enjoy the journey... it actually helped me a lot to lower the stress level that causes writing a thesis... that was what I liked the most about it...”</p>
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The table above presents key TRs’ insights on what they think their critical moments in their profession were. This table shows that TRs’ career paths have been influenced by a variety of contexts while studying and working. Rosa, Julio and Sebastian for example are experienced TRs’ who did not study their B.A.s in English teaching, but other areas such as psychology, pedagogy or tourism. Two of them, Rosa and Sebastian were teaching English while studying their B.A. and in that way they got into the area. However, Julio started building a dual career after his PhD when he was sent to the foreign languages department in the public university where he was working.

The youngest TRs, Manuel and Isabel, have an ELT background from the B.A. This could be the result of the development of the field in the last decades. Today there is more specialization in ELT and it is actually identified as a profession. Consequently, it was also seen that these scholars completed their doctorates at an earlier age. This is very likely to be a response to the higher demands of specialization today. In addition, the TRs’ national and international schooling contexts, the type of programs in which they have studied and the networks they have established represent the most outstanding factors that have helped them to have higher levels of productivity in the profession. Evidence of this is the fact that all the TRs in this study studied a PhD offered by a foreign university and they had to travel or live in an English speaking country to do research. Moreover, after studying the doctorate, all the TRs increased their number of publications. In this regard Manuel, one of

the youngest TRs, expressed feeling more “authorized” to carry out interventions based on research after studying his PhD. In sum, the context(s) surrounding where these TRs studied and worked somehow defined the people they met and that also allowed them to interact with specific communities. This social dimension in the TRs lives was indeed the factor that had a crucial impact on the construction of their self-authorship and authoring.

Becoming an author in the profession was a journey in which TRs’ followed a specific path. While talking about their development in the profession, these teacher-researchers tended to talk about their degrees in order to go back to different periods of their lives. Most of them made reference to key moments during the B.A., M.A. and PhD. Their answers showed that most of them point out their first research experiences and the definition of their lines of research as crucial events in the profession. Yet, other “personal” moments were also present in the picture such as moving to other countries, gaining recognition, getting a job, arriving to a new workplace or area, having role models and interacting with mentors. The latter were also factors that seemed to be very particular experiences that were an intrinsic part of these TRs’ transformation. This means that these informal experiences permeated their lives and also had a strong influence on what they have become. This is precisely part of the process that in this study is seen as self-authorship.

4.4 Authoring – TRs’ reported activities

The TRs authoring moments involve a variety of activities in the profession. What these scholars create or produce during the career such as the design, application and assessment of teaching materials, on site and distance courses, projects, thesis supervision

and research publication are the core of EFL teacher-researchers' authoring. The CVs explored in this study provided numerical data on the amount of TRs' publications as well as their presentations, the latter was identified as a way of socializing research. These activities were reported in most TRs' CVs. Yet, carrying out research and publishing was the most significant evidence of the authoring component in TRs' academic trajectories. Therefore, authoring research was a strong indicator of development in the profession.

4.4.1 Publications

The CVs offered data mainly about what the TRs' publish. The results indicated that the publication rate of the EFL teacher-researchers in this study was high compared to the national average as reported in Ramirez (2009). In addition, the data in this study indicated that the TR's were likely to publish a variety of text types in both languages, English and Spanish. These were books, book chapters, book reviews, articles, memoirs and materials. The results from this exploration are shown in the table below.

Table 4.5 TRs' publication: text types

	BOOKS		BOOK CHAPTERS		BOOK REVIEWS		ARTICLES		MEMOIRS		MATERIALS	TOTAL
	NA	INT	NA	INT	NA	INT	NA	INT	NA	INT		
Rosa	0	1	2	6	0	0	5	8	4	1	1	28
Julio	22	2	14	2	0	6	25	12	12	0	0	95
Claudia	1	0	7	1	0	0	6	1	0	0	7	23
Sebastian	3	0	8	0	2	0	14	8	4	0	1	40
Manuel	1	1	3	1	0	2	10	9	2	0	1	30
Isabel	2	0	4	1	0	0	2	1	5	0	0	15

These results obtained from TR's CVs indicate that there is a tendency in the production of text types. TRs usually start by writing memoirs to later continue with local articles and/or teaching materials, book reviews, book chapters, books and indexed journals. This seems to correspond to the complexity level of each of these text types. So, this suggests that the more TRs continued with their education (M.A. or PhD) the number and the complexity

increases. Another phenomenon found was co-authoring; the TRs with higher productivity such as Rosa and Julio are the ones who have published more with colleagues, mentors or students. This seems to be part of a common practice in the EFL teacher-researchers' community. These data suggests that the text types shown above and co-authoring are present in the publication practices among the members of the ELT discourse community.

It was also interesting to see that some tendencies emerged when analyzing the TRs' authoring in terms of the text types they have published the most during their careers. Rosa for example has authored more international articles and book chapters. Julio, the TR with the highest productivity, has published more national books, followed in number by his articles in addition to several international publications. Then, Claudia almost maintained a balance between the national book chapters, articles and materials that she has created with two international publications. If we look at Sebastian's CV, he has also written more national book chapters and articles, yet he has eight international articles, a significant number. In the case of Manuel the pattern is different, he has authored almost the same amount of national and international articles and those publications are some of his most significant contributions. Finally, Isabel's publications have mainly been published as national memoirs and book chapters. These results indicated that TRs in this study publish widely nationally since it is the context they closely interact with, but some of them also publish internationally. Either national or international their authoring is developed in two languages: Spanish and English. As a matter of fact, being able to publish in English is actually a valuable tool to reach other discourse communities in an international context. The following table shows the number of publications that the TRs had in two languages.

Table 4.6 *TR's publications in Spanish*

PUBLICATIONS	SPANISH
Julio	88
Sebastian	24
Claudia	16
Rosa	10
Manuel	8
Isabel	7

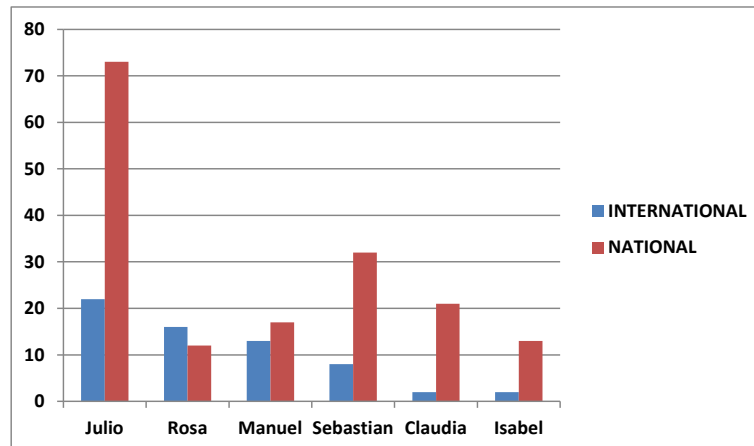
Table 4.7 *TR's publications in English*

PUBLICATIONS	ENGLISH
Manuel	22
Rosa	18
Sebastian	16
Isabel	8
Claudia	7
Julio	7

The tables presented above showed interesting evidence on how much the TRs have published in Spanish and in English. The results point out that Manuel, Rosa and Sebastian have published more in English while Julio, Sebastian and Claudia have published more in Spanish. This may be related to the institutions where these TRs studied and the networks they established during their stay in other countries or due to the nature of the research lines they work with. So, the TRs who studied their M.A. or PhD in English speaking countries were likely to have more publications in English while others such as Julio or Claudia, who have been working a lot more in national and local investigations, have published more in Spanish. Yet publishing in Spanish did not necessarily mean only national participation, TRs like Rosa have had publications in Spanish to reach other countries in Latin America.

TR's publications were classified as national and international according to the origin of the journals and/or publishing houses they wrote for. Being able to publish in two languages seemed to be a powerful tool to gain access to a variety of discourse communities in ELT and other fields. In this regard, the table below shows TRs' interaction with national and international contexts in terms of publication.

Figure 4.1 TRs' publication rate: International and national



The results above provide data about TRs' authoring in terms of international and national publication. It can be seen that almost all the participants had higher national than international publication rate with the exception of Rosa. Interestingly, she had a slightly higher international publication rate. If we compared her productivity to Claudia and Isabel's, whose international publications were meaningfully fewer than their national ones, Rosa is the only female with major international productivity. In the case of the male participants, their productivity was higher than the female TRs. Here it was observed that Julio and Sebastian had greater international productivity in contrast to their national publications while Manuel's international and national productivity were very close. This might be evidence of important gender differences connected to authoring in the field.

4.4.2 Thesis supervision

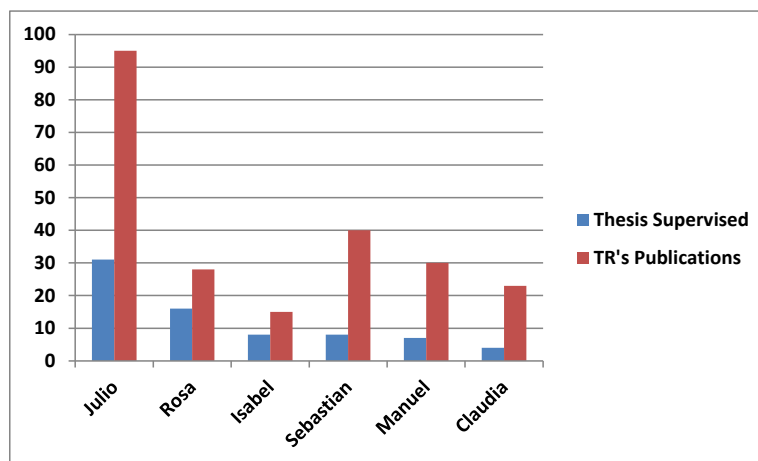
The data collected in this research indicated the existence of a connection between thesis supervision and TRs' productivity. In this respect, being a thesis supervisor was also an interesting stage in TRs' lives due to the fact that many of them coauthored articles with their students. Rosa, the most experienced TR for example, highlighted during the

interview that publishing with her students was a meaningful authoring experience in her academic life. An abstract from what she revealed is shown below.

...I tutored my student in that topic, which was the same topic of my PhD thesis, and after she finished I told her that she had to publish, then what I gave to her, the idea of publishing... that expanded her horizons, now she publishes on her own... she has three or four articles, one of them in the MEXTESOL journal...that was the first time, then I liked it so much that I continued doing it. ...right now I am working on that, writing a book with my students, I think that we should do this more... once you give this to your students they don't let it go, such as this student that continues publishing...

In this study, several TRs shared Rosa's thesis supervision experience. Thesis supervision then was a shared authoring experience that in some cases ended up in coauthored publications. It was interesting to see that both Rosa and her student were working in the same topic, probably due to the TRs' expertise in the area. On the whole, this process involved reciprocal collaboration that created mutual benefit. The following figure shows the number of theses supervised compared to TR's publication rate.

Figure 4.2 TRs' Thesis Supervised vs TR's Publications

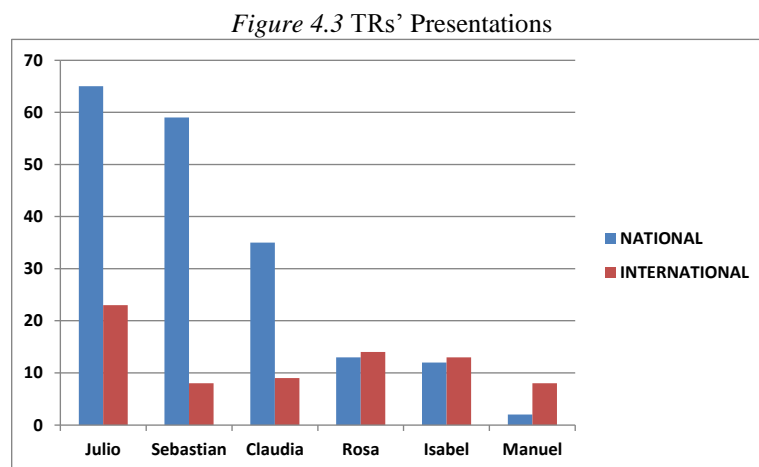


This figure shows evidence of the relationship discussed above. Everyone except Claudia had some kind of positive relationship between theses and publications. Overall, the results might indicate that the more publications these TRs had the more theses they had supervised. Accordingly, there was a strong belief that suggested that this relationship was

reciprocal. These results match the findings in Lezama de Jesús' thesis (2013) that showed a positive correlation between research productivity and thesis supervision. However, more investigation in this type of authoring needs to be further developed in order to gather more evidence on how exactly coauthoring occurs between a novice and an experienced researcher.

4.4.3 Presentations

Presenting is a way of socializing research for most of these TRs. This process also revealed of an authoring component since they put a seal on how they presented and talked about what they have investigated. It was actually another experience in the profession that all of the participants of this study experienced nationally and internationally. When digging into their presentations, the subsequent numerical data was obtained.



The results showed that Julio, Sebastian and Claudia were the TRs with the highest number of presentations. Julio, Claudia and Sebastian have presented significantly more in national forums while Manuel and Isabel, the youngest TRs, have more international presentations. This may be a tendency for the younger generations to participate in English

speaking forums. Either within the Mexican forums and international contexts, TRs also authored presentations of different kinds.

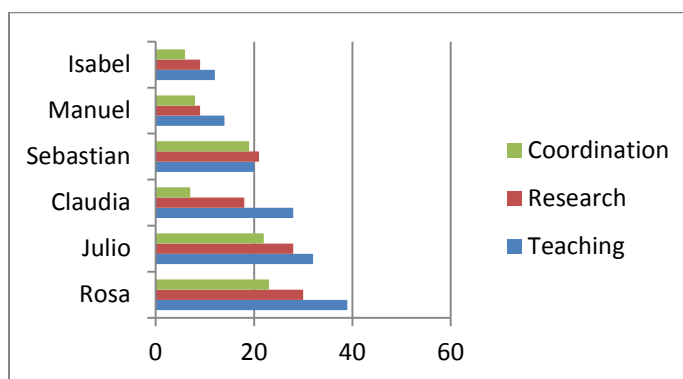
4.5 Context matters

The analysis of TRs' CVs and their answers in the interviews indicated their authorship development was clearly shaped by sociocultural factors. Taking into account that "higher-level human cognition in the individual has its origins in social life" (Johnson, 2009, p.1), some aspects of TRs' background made a difference in their development. The EFL teacher-researchers interviewed in this study shared some similarities and differences in the contexts they have been immersed and the activities they have carried out. Then, some patterns emerged when analyzing their productivity. These were related to their roles, gender and the institutions where they studied or worked.

4.5.1 TRs' Roles

TRs' experience in teaching, researching and coordination provided significant data regarding the roles they have had in the course of their careers. The participants of this study have had a number of positions and consequently a number of responsibilities in different education programs. All of them have taught English and/or content classes for pre-service teachers in the area of ELT, led research projects and coordinated a variety of programs in higher education. The following numerical data about these TRs' experience in years was obtained from their CVs.

Figure 4.4 TR's Years of Experience



The results in the table above show the level of expertise of the participants in this study. TRs' have taken up positions as teachers, researchers and coordinators in different institutions, in higher education mainly. The table illustrates that the three TRs' roles in the profession in which they have most years are teaching in first place, followed by researching and coordination, and they usually occur in that order. Thus, it seems that research and coordination roles take TRs to another level in the profession. This may be due to the socialization opportunities they have when taking those positions. On the one hand, researching positions for example might lead TRs to higher productivity in terms of publication since they work with other members of different academic communities as assistants, participants or leaders of research projects. Most of participants in this study were assistant researchers or had a small participation in larger projects and then became leaders in their own research projects, especially after their doctorate. On the other hand, coordinating positions tend to expand these teacher-researchers' networks. In this sense, all of the participants here have had important coordinating positions in their home universities, which have also enabled them to develop other types of networks. Thus, the more networks TRs belong to, the more collaboration, participation and production in the profession they have.

4.5.2 Gender

In terms of publication rate, the TRs' male productivity was strikingly higher than female productivity. The TRs in this study were paired per generation. Consequently, three pairs could be identified according to their Teaching (T) and Researching (R) experience in years: Rosa T (39) R (30) and Julio T (32) R (28), Claudia T (28) R (28) and Sebastian T (20) R (21), and Manuel T (14) R (9) and Isabel T (12) R (9). Rosa, the most experienced female TR is way below Julio's publication rate. Rosa has 28 publications while Julio has 95. The same situation happens with Claudia and Sebastian; she has 23 publications while he has 40. Finally Manuel and Isabel, the youngest TRs, who are almost the same generation, also show that tendency; Manuel has 30 publications while Isabel has 15, half Manuel's publication rate. These results are also shown in the tables below.

Table 4.6 *Female TRs' Publications*

FEMALE TRS	NAT	INT	TOTAL
Rosa	12	16	28
Claudia	21	2	23
Isabel	13	2	15

Table 4.7 *Male TRs' Publications*

MALE TRS	NAT	INT	TOTAL
Julio	73	22	95
Sebastian	32	8	40
Manuel	17	13	30

As observed in the tables above, female TRs' productivity is strikingly different from male TR's productivity. This seems to be influenced by other factors in their everyday or professional lives as indicated in the interview data. In fact, while talking about critical moments in the career they stated the following:

Table 4.8 *Female TRs' roles in their personal life*

Rosa T (39) R (30)	"...I moved to the US for four years and a half with my children, during that time my mother died then it was very painful..."
Claudia T (28) R (28)	"My development was not given by doing my bachelor, master and doctorate all at once but doing each thing little by little... working, doing other things, experiencing, studying... and well also your normal life... not everything is work but also you need to live your personal life... you have to take care of your family and raise your children...in that sense I feel I was like measuring out things..."

Isabel, the youngest TR, did not express any of these concerns, very likely due to the fact that she has not experienced those personal situations. However, Rosa and Claudia did have to make a balance in their lives while being TRs and taking care of their family. Consequently, their responses pointed out the fact that for at least those two, family situations influenced their productivity. This factor seems to be also evidence of the constant permeating personal circumstances in TRs' lives. In this case, motherhood, a female social role, had an impact on what they have done in the profession.

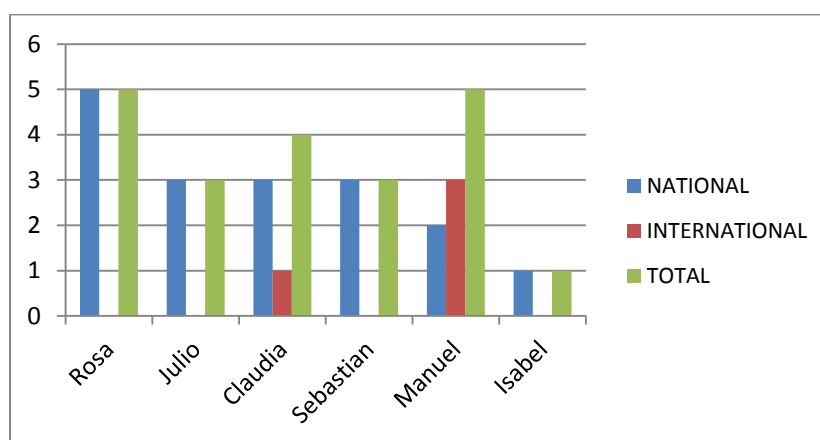
4.5.3 Institutions: National and international settings

The institutional culture in which these TRs' have worked and studied was certainly an influential factor in their professional development. As mentioned before, at the time of this study all of them worked in public universities in Mexico and these institutions provided them with the opportunities to continue developing in the profession. An example of this is the federal funds they have obtained to study their M.A. or their PhD as seen in their CVs, except TR5-Manuel who got two scholarships but not from his institution. In addition, all of them had the opportunity to study in English speaking institutions such as in the USA, the UK or Australia during their doctorates. That allowed them to have access to a number of tools for their training as researchers and they also had the chance to socialize with well-known senior researchers in a high productivity culture. The TRs' learning from local and global contexts in the profession also helped them expand their networks and opportunities to develop in the profession. Therefore, because they all lived in different institutional cultures, it was another influential component identified in their development and productivity.

4.6. Networking locally and globally

The power of networking in the EFL profession is evident when looking at what TRs have done in the profession. The types of networks TRs belong to range from ELT associations, research groups, editorial participations and connections with other types of networks connected to other fields of study. All of these were taken into consideration since they were included in most TRs' CVs.

Figure 4.5 TRs' National and international networks

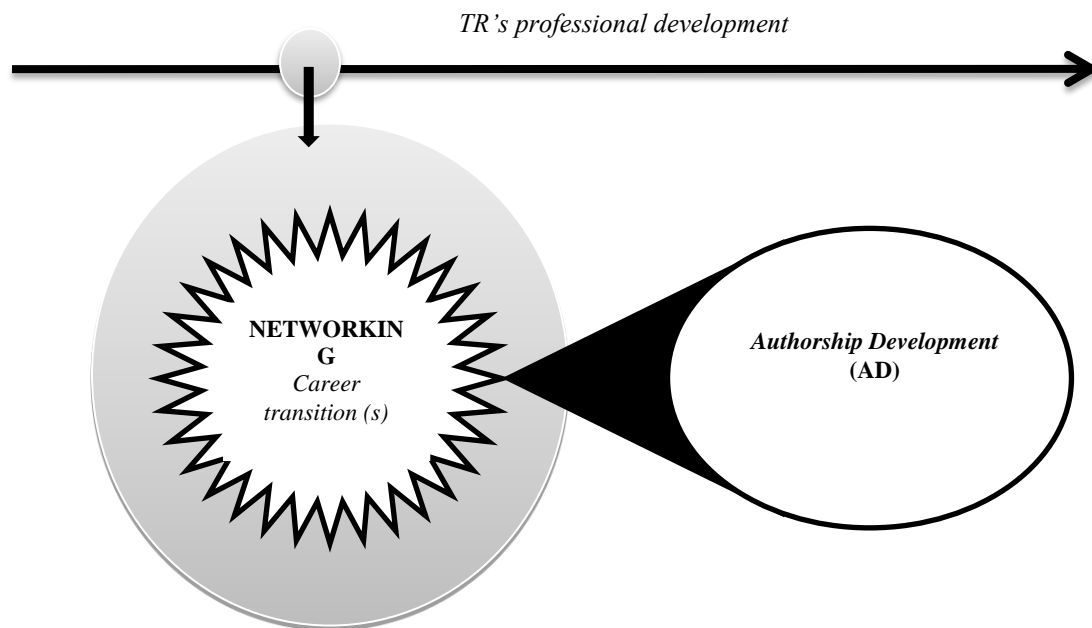


The development of TRs' connections with national and international networks has been influenced by the places where they have worked, studied and presented. Once again, this social process in their lives is the result of collaborations, occurring mainly after studying their M.A. and further developed during their PhD. It was also perceived that some of them even found networking as a critical moment in their careers, this was the case of Julio and Manuel (see Table 4.4), the TRs with the highest publication level. Establishing networks then was an indicator of TRs' high productivity in the profession. Thus, in this context networks were also identified as reciprocal (viz. Ibarra & Deshpande, 2007). What was confirmed by Manuel during the interview when stating "they will be

very valuable for my future research projects". This suggests that networking in the EFL profession allows TRs to participate in national and international contexts.

Ibarra (1999) notes that career transitions are decisive opportunities for developing networks. If the establishment of networks is a key moment in TRs' careers, it is because they influence positively their productivity in the profession. This finding reveals a strong relationship between networking and authorship development in the context of EFL TRs' professional development.

Figure 4.6 The networking component on TRs' AD



The figure above indicates that in the context of TRs' professional development, AD is influenced by the number of networks they participate in throughout their careers. So, the more networks they belong to, the more activities they will be involved in. Yet, these networks seem to be formed by formal or informal relationships. In this sense, TRs' relationships with peers, mentors, senior scholars, authorities, and even

students seem to affect to what extent they participate in the profession. Consequently, TRs' AD is constructed inside socialization experiences in the profession.

4.7 AD revisited: Authoring and self-authorship

Self-authorship and authoring are intertwined and interrelated processes in the TRs professional development. These two AD dimensions were used in this research to trace what being an author looked like in the EFL profession. On one side, there were self-transformation and consolidation key moments identified in these TRs' lives that fell on the personal and professional borders. Those moments built the TRs' self-authorship. On the other side, productivity in the profession was seen as the authoring component of AD composed of products and activities in the profession. Altogether, the findings already presented shed new light on AD as an indicator of development in the TRs' lives, which was influenced by the social and cultural context surrounding them.

In the next section, the findings of this study are summarized and reflections on its contributions are made. One of the most significant results was centered on the existence of AD as a central component of EFL TR's professional development. The theory reviewed offered two dimensions already presented (authoring and self-authorship) that were proposed in order to trace key moments revealing AD. On the whole, the data analyzed opened a path on the exploration of this topic in TRs' lives in terms of their expertise, productivity and other social relations made among the members of this discourse community.

CHAPTER FIVE: CONCLUSIONS

5.0 Chapter overview

5.1 Findings of the study

5.1.1 AD components

5.1.2 Activities in the profession revealing AD

5.1.3 Becoming an author in the EFL profession

5.1.4 The relationship between AD and networking

5.2 Study Contributions

5.2.1 Background theory

5.2.2 Focal theory

5.3 Limitations and recommendations for further research

5.4 The reflective account

5.5 Conclusions

5.0 Chapter overview

This chapter will bring together the most relevant results of this study. To begin, key findings on AD are highlighted in terms of how it is present in EFL teacher-researchers' lives in this study. To do so, this section reviews the two research questions posed in the study and offers a brief discussion of the findings. Equally important, the contribution of this study in terms of the background and focal theory provided are explained. In the last part, a reflection of the researcher and a final conclusion provide some insights to round out the essence and significance of this work.

5.1 Findings of the study

The idea that EFL teacher-researchers (TRs) in Mexico also develop as authors throughout their careers was the basis to conduct this study. Thus, an exploration on what “authorship” looks like in this profession was carried out by analyzing a collection of six cases of Mexican TRs who actively participate in national and international contexts. In this exploratory study, personal narratives from interviews and a careful examination of CVs were examined. Initially, professional development was the umbrella to explore what AD looked like, but later on a sociocultural perspective in second language teacher education (Johnson, 2009) was also used to frame how this process occurs.

The research questions raised in this in this investigation aimed to find indicators of AD in participants’ CVs and narratives; namely, key moments and participation in the profession that led to this kind of development. The first question aimed to identify and track key moments in the profession that revealed AD while the second looked for the type of connection found between AD and networking in the profession. The results already presented in the previous chapter identified the components of AD as well as the role of authorship development in the lives of teacher-researchers in the EFL profession in Mexico.

The results indicated that AD can be a framework used for understanding professional development in Mexican English teachers’ lives. This study shows interesting facts about these teachers’ development in the profession related to their level of participation, which also provided key information about what AD looks like, the results provided numbers that uncovered interesting differences among the participants in terms of

gender and experience related to their amount of authoring in the profession. In many ways, the CVs and the personal narratives analyzed reflected how teacher-researchers' professional and personal lives converge and are shaped by their AD.

5.1.1 AD components

Once again it is relevant to highlight that two dimensions of AD were constructed while researching on what being an author implied. By exploring key theories on second language teacher education and authorship (see Baxter Magolda & King, 2012; Johnson and Golombek, 2002; Kegan, 1994; Lillis & Curry, 2010 Richards, 2011), the concepts of authoring and self-authorship were used to describe what AD meant in this study. The first was related to TRs' activities and products in the profession while the second referred to the self-transformation and maturity process in the profession. This distinction was kept in all the study, yet it was found that both are processes constructed within a sociocultural context.

5.1.2 Activities in the profession revealing AD

The results also indicated that the most important roles taken by the participants in this study were teaching, researching and coordinating. Then, they felt identified at an early stage in the profession as teachers and as they continued with their education (studying a master or a doctorate) they felt more identified as researchers. Among some of the most important activities that fell into the authoring dimension were: publishing, developing materials, designing curricula, carrying out research, teaching and thesis supervision. Regarding publication, it was found that the most common text types published in English and Spanish by these scholars were memoirs to later continue with articles and/or teaching

materials, book reviews, book chapters and entire books and peer reviewed articles in indexed journals. These activities were also considered part of TRs' self-authorship since they involved personal learning processes that took place in specific contexts and encouraged their transformation and growth in the profession.

5.1.3 Becoming an author in the EFL profession

It was when teacher-researchers carried out research when most of them could see themselves as authors in the profession. Thus, the findings suggested that authoring research and publishing in English and Spanish were perceived as a key moments in TRs' consolidation. This showed a strong connection between researching and becoming an author. In this matter, activities such as thesis supervision and networking were advocated as influential that increased TRs' productivity. Then, co-authoring texts with students and peers was another practice in the profession. Thus, the authoring component in the profession was seen as an indicator of participation and additionally of development. Yet, there was significant numerical result indicating that male scholars have higher productivity (in terms of publication) than female scholars in the context explored. This result represents a new area of interest to be further explored.

5.1.4 The relationship between AD and networking

Mexican EFL teacher-researchers have a number of opportunities of socializing research in English due to the globalization of knowledge production (Lillis and Curry, 2010). Thus, being able to author texts in this foreign language is actually an important chance to socialize research done by these TRs. In this context, networking also plays a major role in the development of these TRs' AD in the profession. Therefore, networks

were recognized an important part of a career transition (Ibarra, 1999). The influence of networking on TRs' AD was clearly appreciated from the tables presented in the previous chapter while looking at what their activities in the profession (see figure 4.6).

5.2 Study contributions

The findings of this investigation offer a number of contributions of different nature. In this section, I discuss two theoretical perspectives that helped me discuss them. The first focuses on the concepts used to approach the phenomenon studied, authorship development in the EFL profession. The second highlights the richness of the context explored. Both suggest the implications of this study in TRs' professional development and ELT teacher education.

5.2.1 Background theory

The two terms used to address the concept of AD were *authoring* and *self-authorship*; both with particular characteristics. On the one hand, *authoring* was recognized as a more formal and objective process measured or *regulated* in terms of TRs productivity in the profession; namely, the development of materials and curriculum, research and text production, thesis supervision as well as presenting and establishing networks with the members of the academic community. On the other hand, *self-authorship* was identified as a personal and developmental process that was related to a maturity and consolidation stage in the profession. The interrelationship of these processes over time and experience in the profession were defined as AD.

5.2.2 Focal theory

This study provided an exploration of AD in the context of Mexican EFL teacher-researchers' lives. Thus, the professionalization demands and participation within this specific discourse community was firstly identified (Swales, 1990). It was found that Mexican EFL teacher-researchers (TRs) in higher education are part of a fairly young but fast evolving disciplinary culture, which is shaped by the different practices of its members (see 2.3). Some of these mainly include teaching, researching, coordinating, publishing, presenting and supervising research. While carrying out these activities, TRs establish a number of collaborative networks and participate with other members nationally and internationally. From such interactions, TRs are also involved in a series of learning experiences in their lives that help them develop and consolidate in the profession. In sum, TRs develop as authors while being involved in specific social and cultural practices in education. Thus, TRs have to adapt to a number of known and new situations in their careers that force them to be open to transformation and development. Then, in this study I use AD as a way to look at professional development.

5.3 Limitations and recommendations for further research

The limitations of this research are related to the participants' profile, the number of participants, the limitations of the instruments used and time constraints while investigating this topic. First of all, different results would have been presented if the participants belonged to different types of institutions or if all of them would have had the very same ELT disciplinary background in all their careers. Yet, interesting results were also found and discussed in this matter with the actual participants of this study regarding their disciplinary background connected to their generation. Furthermore, the cases explored

only provided a first glance to trace AD in TRs' lives. Follow up research might be conducted to explore other particular cases. For example, taking into account that a revealing factor on TRs' productivity was gender, investigating on women TRs' productivity can be a rich and interesting source of information to dig more into women TRs' stories along their careers. Moreover, having in mind that interviews and document analysis have their own limitations, after their analysis it was seen that they actually offered a rich yet partial reality of what TRs do in the profession. Thus, both were used for the triangulation of findings. Furthermore, follow up interviews and/or questionnaires might be used to confirm other emerging components connected to AD such as networking. Finally, time was another limitation for this study since more cases could be explored and other strategies could be used to trace AD such as mapping it over time (see Appendix C).

5.4 The reflective account

Carrying out this piece of research became an exploration of continuous change and adaptation. The fact digging into an unexplored topic in the professional development of EFL teacher-researchers actually made me realize of the importance of researching on it. This was also relevant for me because in my very own journey of becoming a teacher-researcher I feel that becoming an author is an intrinsic part of my development. So, I now see AD as an emerging topic in teacher education that should be seen from a holistic and sociocultural perspective due to its complexity. It is undeniable then, that teachers' personal and professional transformation and growth overlap many times as Johnson and Golombek (2002) suggest. However, it is necessary to further explore AD in other teacher-researchers' contexts in the EFL profession as a reference for comparison among different realities.

5.5 Conclusions

This final chapter summarized the most relevant results in this investigation and discussed its implications in research and ELT teacher education. Overall, AD was identified as a component of TRs' professional development, a process in which becoming an author is a turning point. Also, TRs' participation in the profession, which usually occurred in English and Spanish, was reflected in the activities that TRs are involved in. Additionally, TRs' productivity was seen as influenced by networking not only in the ELT profession but also in other field. Thus, AD and networking seemed to be key intertwined phenomena in the lives of Mexican EFL teacher-researchers.

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Appendix A: Interview Questions

1. <i>¿En qué momento de su carrera profesional se encuentra?</i>	At what stage of your professional carrier are you?
2. <i>¿Podría explicar cuáles han sido algunos de los momentos más significativos en su desarrollo profesional?</i>	Could you explain which have been some of the most meaningful moments in your professional development?
3. <i>¿Qué le viene a la mente cuando escucha la palabra autoría?</i>	What springs to your mind when you hear the word authorship?
4. <i>¿Me podría contar más sobre sus publicaciones más importantes?</i>	Could you tell me more about your most important publications?
5. <i>De lo comentado en esta entrevista, ¿hay algo que le haya llamado la atención o alguna reflexión final sobre lo que ha sido discutido?</i> ¹	From what has been discussed in this interview, is there anything that has called your attention or a final reflection on what has been discussed?

¹ * The questions above were asked in Spanish.

Appendix B: TRs' Key Moments in Their Professional Development

TR1 - Rosa T (39) R (30)

<i>during/after the B.A.</i>	<i>during/after the M.A.</i>	<i>during/after the PhD</i>
<ul style="list-style-type: none"> * Studied her B.A in a different field (psychology) * Started working as an English teacher 	<ul style="list-style-type: none"> * Studied her M.A. in a distance program * Took the COTI certification at the same time she was studying the M.A. * Stated doing things in the profession based on what she read * Started working on a line of research she stills investigates (academic writing) 	<ul style="list-style-type: none"> * Moved with her family (husband and children) to the USA to study her PhD * Developed a number of skills for doing research * Suffered an important loss in her family * Was invited to be part of a recognized research center

TR2- Julio T (32) R (28)

<i>during / after the B.A.</i>	<i>during 10 – 15 years</i>	<i>during/ after the PhD</i>
<ul style="list-style-type: none"> * Enrolled in a pedagogy major * Started working as a teacher * Finished his major and started working as a teacher trainer 	<ul style="list-style-type: none"> * Spent several years reading and reflecting in multiple courses given by pedagogy experts in Mexico * Worked with recognized pedagogy experts as their peer 	<ul style="list-style-type: none"> * Studied his PhD in an American university * Came back to Mexico and started working in the foreign languages department in his university (by an obligation) * Started building from scratch a new academic path in the area of foreign languages * Developed a double career * Continued producing, working and participating as a teacher-researcher * Started a new line of research in the use of technologies * Participated in the creation of several networks * Trained people to do research in ELT * Started working in collaboration with his students in research articles * Participated in administrative committees, gave conferences, presented books and started new research projects * Worked with his thesis students in marginalized rural communities

TR3- Claudia T (28) R (28)

<i>during / after the B.A.</i>	<i>during/after the M.A.</i>	<i>during/ after the PhD</i>
<ul style="list-style-type: none"> * Finished her B.A. * Traveled to the UK and stayed there for a year * Obtained recognition by the Mexican government for being the best student of her generation (in the B.A.) * Obtained a scholarship to learn American culture in the USA * Attended several workshops given by the British Council in Mexico 	<ul style="list-style-type: none"> * Studied her M.A. in the university where she was working * She wrote her M.A. thesis with the head of the postgraduate department as her supervisor * Received recognition (a medal) for being the student with an average of 10 in the M.A. 	<ul style="list-style-type: none"> * Enrolled in the PhD when her daughter was about to start her B.A. * The PhD opened a door to keep on with her formation but with another vision, much more informed and experienced * Continued with a variety of courses, congresses and publications

TR4- Sebastian T (20) R (21)

<i>during / after the B.A.</i>	<i>during/after the M.A.</i>	<i>during/ after the PhD</i>
<ul style="list-style-type: none"> * Finished his first B.A. in tourism * Started teaching English even though he did not have that background * Took a specialty in educational research with professors from a recognized public university in Mexico * Was impressed by the way the course was carried out and decided to become a professor like them * Took the COTE course * Became a COTE instructor * Studied the B.A. in English teaching in the USA * Realized that COTE was only a small part of what meant to be an English teacher or teacher trainer *Got to know the linguistics field * Decided to study her M.A. and PhD 	<ul style="list-style-type: none"> * Published his first article (in her home university in Mexico) * Continued publishing 	<ul style="list-style-type: none"> * Attended a conference given by a Mexican linguist in the university where he was studying his PhD (in the UK) * Learned about all the work that he had been done in Mexico regarding the study of indigenous languages * Returned to Mexico and started working on indigenous languages * Has worked with indigenous languages, he feels that it has been like studying a second doctorate

TR5- Manuel T (14) R (9)

<i>during / after the B.A.</i>	<i>during/after the M.A.</i>	<i>during/ after the PhD</i>
<ul style="list-style-type: none"> * Carried out a research project in his B.A. (his first experience in empirical research) * Translated a lot of information from English to Spanish, process in which his English improved * Realized that he had the potential to bring up interesting research topics that challenged established paradigms 	<ul style="list-style-type: none"> * Got a scholarship to study his M.A. in an American university * Participated in a formal research project with senior researchers * Started a new line of research in his career 	<ul style="list-style-type: none"> * Got another scholarship to study his PhD in another prestigious university in the USA, the number 11 in the rankings * Felt authorized to carry out research that ended up in interventions to change the education system * Had access to a variety of intellectual resources, interdisciplinary seminars, funding for research projects and interaction with senior researchers * Established a number of international connections, researchers in American universities * Got intensive training for the publication of scientific articles and for giving presentations * Increased his level of productivity (publications) * Established networks with Mexican universities, which has allowed him to have a broader panorama of research in Mexico and develop personal contacts for future research projects * Adjusted the range of his research, narrowed much more the reach of his projects and the thematic range

TR6- Isabel T (12) R (9)

<i>during / after the B.A.</i>	<i>during/after the M.A.</i>	<i>during/ after the PhD</i>
<ul style="list-style-type: none">* Studied her B.A. in a university where teachers did not meet her expectations, faced “awkward” situations such as getting poor grades, and had problems with her teachers because of the way they conducted their classes* Decided to become a better teacher than the ones that taught her during her B.A.	<ul style="list-style-type: none">* Started to do research and started thinking about it like something she wanted to do* Her M.A. professors were good and encouraging, they became her role models* Moved to another city to work in a public university where she developed new research projects	<ul style="list-style-type: none">* Carried out research projects in the areas of sociolinguistics and psycholinguistics

