Exploring Translingual Teachers' Professional Identities and Capital in U.S. Classrooms

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Although researchers have indicated that teacher identities play a key role in shaping teachers' professional practices in the classroom, empirical research on translingual teachers' professional identities and the cultural and linguistic resources that they bring to their teaching remains limited. This study presents case studies of two translingual English teachers, who finished K–16 education in China and Japan and migrated to the United States to pursue graduate studies. This study illustrates how these teachers' cultural and linguistic capital was constrained in certain teaching contexts and thus shaped their professional identities. It also reaffirms and expands Darvin and Norton's (2015) idea that the value of these teachers' capital was dynamic and shaped by people with certain ideologies. Despite the challenges they faced, the teachers saw value in other aspects of their capital and transformed it into valuable pedagogical resources. This allowed them to reposition themselves as legitimate English teachers.

Keywords: capital, pedagogical strategies, professional identities, translingual teachers

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There is incredible diversity regarding translingual practitioners' beliefs and dispositions in the fields of language teaching and language teacher education. Among these practitioners, there is a group of international students who pursued their TESOL degrees in English-speaking countries and stay serving as English teaching professionals or TESOL educators. They increasingly operate within and across national, cultural, and linguistic boundaries, crafting appropriate practices and pedagogies (Canagarajah, 2012; Jain et al., 2021). Despite this group of international students' strong global mobility, they tend to face particular challenges in the process of identity construction. Sometimes their professional identities as English teachers can be contested as they interact with people who subscribe to native-speakerism (Holliday, 2006), falsely assuming that "native-speaking" English teachers are seen as being ideal in the field. This notion has challenged English teachers from various national, linguistic, and cultural backgrounds (Menard-Warwick, 2008). Furthermore, research centering on how translingual teachers utilize their own resources as pedagogy or operate in instructional contexts is limited (Fan & de Jong, 2019). Little is known about the kinds of resources or strategies this group of teachers draws on that helps them negotiate their professional identities as English educators in actual classroom settings.

This study centers on two translingual teachers, Susan and Kathy, who finished their K-16 education in China and Japan respectively and migrated to the United States

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to pursue graduate studies. I use the term *translingual teachers* to refer to teachers of a language that is not their mother tongue and who are able to draw on their resources to "negotiate social structures, ideological complexes and power inequalities" (Canagarajah, 2013, p. 32). The word *translingual* also focuses on individuals navigating differing social contexts in which their language proficiency and legitimacy vary (Zheng, 2017). This study explores how these translingual teachers' cultural and linguistic capital was constrained in certain teaching contexts and thus shaped their professional identities. It also illustrates how the value of the teachers' capital shifted and was determined by people with certain ideologies. It further describes how the teachers, despite the challenges they faced, saw value in other aspects of their capital and transformed it as pedagogical strengths and how this allowed them to (re)affirm their professional identities as English teachers. This study aims to bring to the forefront the voices of the teachers to explore their perspectives on their professional identity negotiation and illustrate their pedagogical strategies as they draw on their own cultural and linguistic resources in instructional contexts.

The following questions guided this study:

1. What are the challenges translingual teachers encounter in terms of professional identity construction as English teachers in the United States?

2. To what extent do translingual teachers bring their own identities or resources into their pedagogies in their U.S. teaching contexts?

Literature Review

In this section, I first review studies that examine professional identity negotiation of teachers. Thereafter, I review studies focusing on translingual teachers' professional identity negotiation. Then, I present the concepts of cultural and linguistic capital and discuss the value of one's capital.

Professional Identity Negotiation of Teachers

Researchers have indicated that the identities of teachers can be dynamic and fluid (Varghese et al., 2005) and that teacher identities help teachers navigate their teaching and therefore shape their teaching practice (De Costa, 2015; Motha et al., 2012) and professional decision-making (Motha & Varghese, 2018). Many scholars have further advocated bringing teacher identity into their classroom pedagogies (Lindahl & Yazan, 2019) or as a pedagogical innovation (Olsen, 2008). Teachers' professional identities refer to how teachers "define themselves in a professional role" (Ronfeldt & Grossman, 2008, p. 43) and "how they enact their profession in their settings" (Varghese, 2006, p. 212).

The following studies used the teachers' professional identity as an analytical lens through which we can see how for teachers, novice ones in particular, the process of teaching or learning to teach is ultimately a process of professional identity negotiation. Alsup (2006) and Olsen (2008) noted that the making of a teacher often involves identity conflicts between personal self-positions (such as one's upbringing or gender) and one's professional images of a teacher. Furthermore, contexts have been found to play a vital role in shaping teachers' professional identity negotiation. Park (2015) illustrated how two East Asian women teachers of English, one from South Korea and another from China, shifted from feeling privileged in their home countries to experiencing marginalization and questioning their professional identities in their host countries (Turkey and the United States). Likewise, Motha and Varghese (2018) examined the interaction between contexts and identities. As women of color in the higher education context, they illustrated how at times their own racial and gender identities were in conflict with the institutional expectations in the academy.

Translingual Teachers' Professional Identity Negotiation

Identity issues of translingual teachers have gradually gained attention over the past two decades. For example, researchers have pointed out how ideologies shape the construction or negotiation of translingual teachers' professional identities. Studies (Evans & Imai, 2011; Motha, 2014) have indicated that the representativeness of the English language often remains associated with mainstream English-speaking countries, a notion that further challenges translingual teachers' professional identities as English educators. As mentioned earlier, native-speakerism (Holliday, 2006) has challenged English teachers from various national, linguistic, and cultural backgrounds (Menard-Warwick, 2008). In light of this, the contextualized cultural or linguistic knowledge and skills that translingual teachers employ or demonstrate can end up being ignored and devalued (Matsumoto, 2018; Rudolph et al., 2015). In addition, De Costa and Norton (2017) pinpointed the close relationship between English teacher identities and ideologies. They stated that "accent hierarchies, which value the native speaker over the non-native speaker, are ultimately issues of identity" (p. 8). They further noted that the perceptions of a good or legitimate English teacher are still deeply impacted by ideologies, such as native-speakerism or non-native speaking teacher bias.

Motha et al. (2012) analyzed how their own professional identities as translingual teachers shaped their teaching practices, and drawing on Morgan (2004) they advocated the identity-as-pedagogy approach, which incorporates identity as one pedagogical resource. While researchers have strongly advocated for leveraging translingual teachers' identities as pedagogy, empirical studies exploring translingual teachers' pedagogical strategies that have helped them negotiate their professional identities in classroom settings are underrepresented. In other words, research depicting resources or strategies this group of teachers employs in classroom contexts that grant them legitimacy in their teaching communities remains quite limited.

Cultural and Linguistic Capital and its Value

Capital in general refers to material or immaterial resources that people have access to (Bourdieu, 1986). Cultural capital refers to knowledge, academic experiences, and educational qualifications and credentials (Chang & Kanno, 2010; Darvin & Norton, 2015). Darvin and Norton (2015) also explicated that cultural capital includes "appreciation of specific cultural forms" (p. 44). An individual's linguistic capital is the sum of linguistic resources they have, and especially the value associated with certain parts of their linguistic repertoire (e.g., varieties of standard language[s] they possess). According to Bourdieu (1991), some products are valued more highly than others in some linguistic contexts. Bourdieu (1991) further indicated that knowing how and when to deliver messages that are highly valued in the situated contexts demonstrates one's capability of employing linguistic capital.

Darvin and Norton (2015) further examined the value of one's capital. According to them, "capital itself is fluid and dynamic, subject to—but not completely constrained by—the dominant ideologies of specific groups or fields" (p. 45). They pinpointed that the value of one's capital shifts and is shaped by ideological structures and continually negotiated across time and space. Several studies have concurred with this statement. For example, McKay and Wong (1996) indicated that some English language learners in the United States put effort into investing in cultural capital, such as in music and sports. These particular kinds of cultural capital helped the students win peer recognition and thus owned high value among their peers. The students also invested in these particular forms of cultural capital in order to be considered legitimate participants in that social context. Norton and Vanderheyden (2004) indicated that reading comic books, which was highly valued by English language learners in Canada, actually enhanced their language learning, despite the fact that the value of this cultural capital was perceived differently by their teacher. While the above research studies have paid attention to learners' cultural capital and its interaction with particular contexts, the present study examines how the value of translingual teachers' capital is dynamic and is shaped by groups with certain ideologies. Furthermore, this work centers on translingual teachers'

cultural and linguistic value while research on the cultural and linguistic value that translingual teachers bring to instructional contexts remains quite limited.

Method

Qualitative Case Study Approach

This study employs the case study method that examines a case within its real-life context (Yin, 2006). In addition, as Wolcott (2005) indicated, individual participant's unique story can inform a larger social phenomenon.

I conducted fieldwork at a major research university in the United States during the 2014–2015 academic year and collected data from five translingual teachers who volunteered to participate in my project by responding to my recruitment email. Two teacher participants were selected because their experiences fit the focus of the study, and thus purposeful sampling was used (Merriam, 2009). In addition, focusing on two teachers allowed me to present their stories and narratives more thoroughly. The participants were selected based on the following criteria: (a) their first language is not English, (b) prior to their graduate studies, they had acquired English in EFL contexts and (c) they both had English teaching experience in the United States prior to the study.

Participants and Settings

Kathy[2] is from Japan and she pursued a two-year MA TESOL program degree and then a doctorate in the field of English at Greenway University in the United States. At the time when the study was conducted, Kathy had finished writing her dissertation and was preparing for her doctoral defense. Kathy started to learn English when she was 9 years old in Japan. Before entering the TESOL program, Kathy had taught English in a junior high school in Japan for 2 years.

Kathy had been teaching a course called English Composition at Greenway University for nearly three years as one of her teaching assistantship (TAship) responsibilities. This writing course aimed at helping undergraduate students become more familiar with English composition skills. Kathy indicated that she vividly remembered her first time teaching the course (which will be described in the Findings section). In Kathy's first writing class, there were 18 students in total (two Russian students, two Taiwanese students, three Saudi Arabian students, five Korean students, four students from China, and two U.S.-born students).

Susan is from China. She pursued her master's studies in TESOL and doctorate in English at Greenway University. At the time of the study, Susan was in the second year of her doctoral studies. She had started to learn English when she was in junior high school in China. Before she attended her TESOL program, Susan had taught English at the high-school level for 10 years in China.

Susan taught Pronunciation and Conversation for a non-profit organization called Service Center located in the downtown area of the city in which Greenway University was located. Service Center consisted of five departments that helped adult immigrants with different needs such as education, legal services, and translation and interpretation, among others. The five students who comprised Susan's class were from Japan, Indonesia, Korea, Pakistan, and Spain. The students had been assigned to this class based on the results of placement tests administered by the organization. In addition, at Service Center every teacher cooperated with a teaching assistant who was responsible for giving instruction as well. In Susan's Pronunciation and Conversation class, she cooperated with an English speaker from the United States named Dora.

[2] In this article, participants' names and other details (e.g., institutions, workplaces) are pseudonyms.

Data Collection

I conducted six semi-structured interviews with the participants, and each interview lasted approximately 40–60 minutes. One noteworthy point regarding the interviews in relation to the second research question is that instead of asking the participants to describe their self-positioning or to identify the resources they brought in their teaching, I encouraged them to tell me their stories related to their educational and professional experiences, and I analyzed the themes from the narratives. The first-round interview questions are presented in the Appendix. The second and third rounds of interviews served as follow-up interviews after the initial interview, and classroom observations served to clarify some unclear statements or ideas. All interviews were recorded with participant consent and were fully transcribed.

I also conducted non-participant observations for 10 weeks in the teachers' classes. Each observation lasted roughly 110 minutes. For every observation undertaken, I focused on how the participants presented to their students as well as how they positioned themselves in their teaching contexts. I kept detailed field notes and paid particular attention to the available resource(s) the teachers drew on and the ways they utilized the resource(s) pedagogically. There were questions that arose during the observations, and I checked with my participants afterwards or in the follow-up interviews. For example, I asked, "What has influenced your decision to use XXX as an example in class?" and "You mentioned XXX in the class. Could you explain the reason why?" These questions were particularly helpful in relation to my second research question. I also reviewed some documents, such as the course syllabi they had designed or revised from previous ones and the class handouts that they had created.

Data Analysis

Since the teachers expressed a great deal in their stories about their perspectives and experiences of teaching and learning, I mainly utilized narrative analysis to analyze the data. Many researchers have advocated using the narrative analysis approach to illustrate general or professional life histories situated in varying educational settings (e.g., Johnson & Golombek, 2016; Motha et al., 2012).

All interviews were fully transcribed and underwent member checking (Merriam, 2009). I then examined the narratives as a whole and administered open coding (Merriam, 2009) to identify possible themes. Then, based on the research questions, the conceptual framework of this study, and the interview questions, I developed an additional set of focused codes and used these codes along with the themes to revisit the collected narratives and the field notes. This process enabled me to analyze the data categorically or more organically. Lastly, within-case and cross-case analyses were also conducted (Miles & Huberman, 1994). Table 1 indicates some examples of the open and focused codes of this study.

Table 1

Open and Focused Codes of This Study (Excerpt)

	Open codes	Focused codes
Kathy	non-native speaker, instructional examples, credibility, authority	rewarding, challenge, resource, strength, cultural/linguistic capital
Susan	NNEST, native speaker, pronunciation	rewarding, challenge, resource, strength, cultural/linguistic capital

Findings

In this section, I first explore how the two translingual teachers' professional identities as legitimate teachers were challenged sometimes in the U.S. classroom settings. Second, I illustrate the teachers' pedagogical strategies that became their pedagogical strengths.

Encountering Challenges Towards Their Professional Identities in U.S. Classrooms

Despite Kathy and Susan being competent English teachers, there were times that they felt their professional identities were challenged in their U.S. teaching contexts. Kathy indicated that she considered herself a competent English teacher based on her English teaching experience in Japan, but she also mentioned that her self-positioning as a competent English teacher was constantly being challenged, particularly in her first year of teaching the English writing course at Greenway University. She illustrated this with the following story:

> One day the class was about plagiarism and I said, "You always need to cite ideas that are from other people." One U.S.-born student-athlete raised her hand and said, "What if it's something that we know a lot but you don't know?" I assumed she was referring to some basketball rules or knowledge about other sports, and she was challenging my authority because she thought I was not familiar with this kind of culture.

Kathy further explained that there were times the student-athlete had expressed opinions in class and had given examples related to basketball with which Kathy was not familiar, and she therefore could not comment much. At those moments, Kathy had sometimes gotten tongue-tied in class and "experienced the lack of credibility and authority," in her words. In looking back at this specific teaching moment, Kathy stated that when teaching the concept of plagiarism, she had not anticipated that such a question would come up. At that time, she just briefly stopped, thought for a moment, and said to the whole class, "As long as your ideas come from other people, you need to cite them." Kathy further mentioned:

> I realized I couldn't handle the situation on the spot, so I said I would do some research and tell them a better answer next week. And I did. The next week I had a handout with detailed examples and we went through the handout line by line, example by example… The student-athlete was very quiet that day. I wonder if she forgot she had asked that question.

Kathy mentioned that in order to make that handout, she had gone through several books of academic writing and some digital files from her master's and doctoral programs, hoping to make it as comprehensive as possible. As Kathy showed me the handout in the follow-up interview, she added, "Students seemed to like this handout and I felt they were more engaged that day."

As for Susan, she indicated that she too had experienced some teaching moments that had made her question her own professional identity as an English teacher in the United States. As mentioned earlier, Susan worked with Dora in her Pronunciation and Conversation class. This teaching experience, according to Susan, "was a valuable experience" as she frequently reflected on her own English competence, particularly in speaking. Susan gave this example:

> One day an Indonesian student asked why she had a problem understanding English even in basic daily conversation. Dora, without much thinking, replied by saying that one of the reasons that hindered her understanding conversation was the frequent use of slangs or idioms, or the changing pronunciation of words. Later she [Dora] provided the prevalent uses of "ain't" and "hafta" as supporting examples. Dora could give examples off the top of her head in the teaching moment; I, on the other hand, could not provide these examples spontaneously.

Susan stated that Dora's ability to provide the above examples was an aid in her teaching. Susan further indicated that the spontaneity of the target language use established the flow in Dora's instructions. Susan continued by providing this example:

> One time Dora began the grammar instruction by saying, "For those who did not come last time, it's a continuation of what we had on Monday…" This remark not only made a smooth transition from my teaching of pronunciation practice to her grammar instruction but also helped the absent students to promptly grasp the idea of what was happening.

According to Susan, her instruction did not "flow as well" and sometimes this made her question her professional identity as an English teacher in that teaching context.

Pedagogical Strategies that Transformed into Pedagogical Strengths

Kathy indicated that she often mentioned her writing experience from her master's and doctoral programs as the instructional examples in her English writing course at Greenway University. She drew on experiences such as being invited as a writing consultant at a writing center as a master's student or how she prepared for her research proposals and completed her doctoral dissertation. For instance, in a writing session focusing on revision, Kathy presented the drafts of her term papers from her doctoral studies as part of the class materials. This helped Kathy illustrate her points of going through the stages of revision and acknowledging the importance of revision. She explained, "I used my previous writing assignments to demonstrate that bad drafts could turn into excellent term papers." In addition, knowing that some of her students were international students who were pursuing their studies in the United States for the first time, Kathy shared her own academic experiences and some of the survival tips that had helped her as an international student with her students quite often. For example, one time during my observation in her class, she shared stories of how she proactively fought for a TAship in her doctoral program. Later in the interview, Kathy mentioned the kinds of interactions that would follow every time she told her stories in class: "My students' eyes shined and they listened quite carefully. They also asked me questions like 'What happened then?' 'What did you do?' when I finished telling my stories." Kathy continued,

> Before teaching this course, I was concerned about being a non-native speaker. However, since I like to draw on my own academic and life experiences as instructional examples, I thought sooner or later they would figure out this fact anyway. I found telling my stories make me connected with my international students quickly. Besides, some domestic students didn't mind my being a non-native speaker as long as I work hard as a writing teacher.

Kathy stated that by the end of her first writing course, the two students from Saudi Arabia came to her and told her that they liked her stories very much. They told Kathy they saw her as a role model and were inspired to help other English learners in the future. Kathy felt rewarded because the students acknowledged her teaching.

As for Susan, she noticed that in her Pronunciation and Conversation class, the Japanese and Indonesian students had a hard time pronouncing specific English vowels accurately. Susan gave examples such as /ei/ in *date* and *eight* or /æ/ in *bad.* She spotted that some students could not distinguish these two vowel sounds and tended to pronounce them in the same way.

As the students' pronunciation problems recurred, Susan told the students about her own English learning experience in China. She mentioned that she was an avid English learner and she spent quite some time practicing English tense and lax vowel sounds by herself. Susan told her students that, at that time, she would listen to the English-teaching tapes again and again and repeat after the speakers. She also

consulted a Chinese linguistics textbook and realized that in Chinese, the distinctions between tense and lax vowels do not exist, and then she understood why she had a hard time pronouncing those English vowels. Susan went on to explain:

> After I told my students this story, I then asked the Japanese and Indonesian students and they mentioned that in their native languages, such distinctions do not exist as well. I found that after I told them my story of learning the English vowel sounds and asking them to investigate about their own first languages, they paid more attention to their produced vowel sounds and gradually, they began to pronounce those English vowels more accurately.

Drawing on her learning experience of English and her linguistic knowledge, Susan was able to spot and probe the source of the students' errors efficiently. Susan further mentioned that one time an Indonesian student indicated that she had a hard time pronouncing the last syllable when the word ended with a consonant, for example, the word *can't*. As Susan recalled,

> I explained to my student that it could be the influence of her first language. I told her that this speaking feature is hard for some Chinese speakers as well due to the fact that Chinese words all end with vowel sounds, with the exception of some nasal sounds. I also gave her a word as an example: *Starbucks* could be pronounced as *Starba.* I don't think that I gave her the exact answer to her question, but she liked my explanation and commented that it made a lot of sense to her.

Drawing on her own experience of learning and teaching English and her linguistic knowledge, Susan was capable of understanding and interpreting the student's concerns and pronunciation errors and then further helping her investigate if there were any differences between English and her native language. Susan expressed that she felt rewarded when her students consulted with her about their English learning problems. Indeed, sometimes after my class observations, some students would stay to chat with Susan or ask her some questions about English.

Discussion

While earlier scholarship on teacher identity depicted how contexts made an impact on language teachers' professional identities (e.g., Fan & de Jong, 2019; Motha & Varghese, 2018), this study further illustrates how these translingual teachers' cultural and linguistic capital was constrained in certain teaching contexts and thus shaped their self-positioning as legitimate English teachers. This study also reaffirms and expands Darvin and Norton's (2015) idea that the value of these translingual teachers' capital was fluid and dynamic in varying contexts and was shaped by teachers' own ideologies and those of others around them. Furthermore, this study illustrates the cultural and linguistic value the translingual teachers brought to their instructional contexts, while research on the cultural and linguistic value that translingual teachers bring to their teaching contexts remains scarce. It also explores the negotiation of the teachers' professional identities and sheds light on the teachers' strong agency. They went from initially questioning their professional identities as English teachers and doubting their own English teaching legitimacy in their U.S. teaching contexts to seeing the value of their cultural and linguistic capital and then utilizing their capital to their advantage pedagogically. In this way, the teachers were able to reclaim their professional identities and put themselves in more powerful positions in their teaching communities.

Constraints and Shifting Values of Translingual Teachers' Capital

Kathy's case focuses on cultural capital, explaining how her cultural capital was constrained and how the value of her cultural capital was shifting and thus shaped her professional identity. Kathy self-positioned as a competent English teacher in Japan; however, her professional identity as a writing teacher in the U.S. context was challenged as the student-athlete questioned her cultural knowledge. To answer the

unexpected question from the student and to earn "credibility and authority" in class, Kathy drew on her cultural resources—her learned knowledge and training from her graduate studies—to facilitate her teaching. In the particular teaching context that she mentioned, Kathy felt that the value of her cultural capital was being measured by the U.S.-born student-athlete's value system, which Kathy felt reflected the student's assumptions or ideologies. Kathy assessed that for this student the specific cultural form—the knowledge of sports—was highly appreciated and recognized as essential and that those teachers who were equipped with this aspect of cultural capital were regarded as legitimate. From Kathy's perspective, because she did not have the specific knowledge that this student assumed she should have, she was therefore positioned as an illegitimate teacher or outsider. In other words, Kathy's lack of familiarity with sports news or lack of knowledge about this field characterized her as "other." In this situation, the value of Kathy's cultural capital was constrained by the presuppositions she believed the students held in that specific teaching context.

In Susan's case, the value of her linguistic capital also shifted and was shaped by the ideologies of people, including those of her students and herself. First, her lack in some aspects of linguistic capital in the English language made Susan question her own legitimacy in teaching English. Comparing herself with Dora, Susan was aware of her linguistic limitations of not being able to deliver instruction "with a nice flow," in her words. Susan questioned her legitimacy in teaching speaking because she was not able to deliver instructions as fluently as Dora was.

Furthermore, the majority of Susan's students were adult immigrants who worked either full-time or part-time, and they came to Service Center to learn English whenever they were available. In the students' working environments, a conversational type of English was used more often than academic English. Understanding English idioms and slang could be significant for these students in order to carry on conversations in their workplaces on a daily basis. In light of this, the reason why her students highly valued English linguistic knowledge of idioms or slang seems quite understandable. It could also be the immigrant students' ideology that the knowledge of or the use of English idioms and slang indicates the ownership or the level of their linguistic capital of English. Without preparing materials for this sort of class beforehand, Susan struggled to provide examples of English slang or idioms naturally and spontaneously. It might be Susan's own ideology or assumption that as an English-speaking teacher, she had to deliver instructions "with a nice flow" and to give examples of idioms and slang spontaneously. Therefore, in this particular teaching context, Susan felt her linguistic capital of English was constrained, and she thus questioned her professional identity and teaching legitimacy.

Recognizing the Value in Other Aspects of Teachers' Capital and Incorporating it into their Teaching

What Kathy and Susan did to improve their pedagogies demonstrates their strong agency, which refers to the actions that these teachers took to (re)position themselves in a more powerful social relation in their teaching contexts (Liao, 2014). Susan's case serves as a telling example demonstrating that, through the exercise of agency, social relations within one context can be changed to some degree (Sewell, 1992). Partnering with Dora, Susan encountered a challenge regarding her English-speaking fluency and spontaneity, and thus she questioned her own teaching legitimacy in that context. However, Susan was capable of utilizing her cultural capital, including her past English learning and teaching experience, and her linguistic capital, such as the knowledge of her own and her students' first languages, to provide insightful guidance to her students' English learning. In other words, she transformed some aspects of her cultural capital and linguistic capital that she regarded as valuable into her teaching and used this capital strategically to facilitate her students' learning. Moreover, Susan also demonstrated her translingual competence (Jain, 2014) by helping her students of different nationalities find commonalities across languages. Going through the stages

from initially questioning her professional identity as an English teacher and doubting her own English teaching legitimacy, to seeing the value of her own cultural and linguistic capital and further transforming her capital into her pedagogical successes, Susan was able to reclaim her professional identity and reposition herself in a more powerful social position in that particular teaching context.

In Kathy's case, she was negatively affected because she felt she had been categorized as "other" by the student-athlete. Whether it was intentional or not on the part of the student, this affront to her professional identity as an English teacher and to her cultural capital initially presented a challenge in that particular teaching context. Kathy recognized that some aspects of her cultural capital, including her academic writing experience as a graduate student and her educational training credentials, were valued highly by many of her students, especially those with similar transnational backgrounds. She therefore strategically made some aspects of her cultural capital relatable to her students and therefore was able to see the value of her own cultural capital and utilize it to her advantage pedagogically. Additionally, Kathy worked extra hard—making the additional writing worksheet—to meet her students' needs in order to assert her professional identity as a writing teacher in that context.

What was remarkable about Kathy and Susan is that, despite some aspects of their capital being devalued which led them to question their own professional identities and teaching legitimacy, they recognized that other aspects of their cultural and linguistic capital were relatable to their students' experiences and could have high value in their teaching contexts. And, they strategically incorporated those aspects of capital into their teaching practices. Kathy strategically shared stories of her academic experience as an international student to engage with her students. Susan realized her cultural and linguistic capital could be useful for her students with translingual backgrounds, and she incorporated those aspects of capital into her teaching. Both teachers (re)discovered the value of their own capital and further strategically deployed their available resources within their teaching communities. The examples of Kathy and Susan show that valuing and recognizing the teachers' capital (from the perspective of students and from teachers themselves) and further incorporating the capital into their teaching was integral to the teachers' professional identity affirmation.

Implications for Teaching

Translingual educators could explicitly incorporate their own cultural and linguistic capital or other forms of resources as part of their pedagogies. Furthermore, if translingual teachers can increasingly draw on their capital in their teaching, they will be able to "develop and maintain their own translingual identities" (Menard-Warwick et al., 2019, p. 14) and further benefit their students with translingual backgrounds. Kathy and Susan's teaching practices that incorporated aspects of their capital that were relatable to their students also tremendously benefited their students with translingual backgrounds. Finally, the skill of transforming lived experiences into pedagogical resources should be a teaching competency that is more recognized and appreciated in the TESOL profession (Lindahl & Yazan, 2019; Menard-Warwick, 2008). In this way, TESOL teacher education and development can be more asset-based (Liao, 2017), encouraging pre-service and in-service teachers to leverage their strengths and integrate them into their teaching practices.

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Appendix
Interview Questions for First-Round Interview

1. Tell me about your educational background:
    - How long have you studied English?
    - Did you like English language when you were a student? Why/why not?
    - Do you consider yourself a competent English learner? Why?
    - Do you speak other languages? If so, which one(s)? How long have you studied these languages?
    - In your own English learning experience, what was the most enjoyable part?
    - In your own English learning experience, what was the most challenging part?
    - Where did you pursue your graduate degrees?
      [Probe: a. What motivated you to pursue your Master's/PhD in that program?
      b. What made you decide to choose the program at that university?]
    - In your Master's/PhD program, what did you enjoy the most? Why?
    - Did you encounter any challenges while you pursued the degrees?

2. Tell me about your professional experience of English teaching:
    - What brought you to English teaching?
    - How long have you taught English?
    - What kind of classes are you currently teaching?
    - Tell me a story about a moment that enticed you toward teaching.
    - What is the most rewarding part of being an English teacher in the U.S.?
    - What is the most challenging part of being an English teacher in the U.S.?
    - How do you approach the (these) challenge (challenges)?
    - How long have you taught at this school?
    - Do you ask your students to call you by your first name, your title (teacher or professor) or Miss/Mr./Mrs. xxx? Any reasons for doing this?
    - Describe a perfect day of your class from your teaching experience.
    - Give me some examples of your class that went well and the one that did not go well.
    - In what situations or contexts do you feel more comfortable considering yourself an English language professional in the U.S.? Why?

3. As an English learner and English educator simultaneously, have you ever used your own educational or life experience as examples to motivate your students in class? If yes, can you provide some examples?

1. In thinking about our interview, is there anything else that you would like to add?