

# The true worth of words: How linguistic language modeling of Second language instruction impacts learner's professional identities

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## Abstract

In foreign language classes, students' identities are shaped through the use of linguistic analytic tools. Pragmatic and axiological linguistic models have required FLT tools. They are developed. They are valid using FLT conversation material to support the idea that correct language learning is founded on their appropriate linguistic interpretation and basic cultural value. This approach is shown by assessing dialogue, functional analysis, pragmatic-communicative analysis, and linguistic analysis. Building value-charged conceptions for professional FLT discourse is a way to increase dominant axiological domains. From the perspective of developing FLT content, the technique enables reflection of the most critical professional processes and deliberate development of students' essential professional competencies in the field.

**Keywords:** Second language instruction, language for particular goals, Pragmatics, Linguistic simulation, Professional principles, and identity

## Introduction

We cannot underestimate the importance of language on our cognitive system and, as a result, on our worldview, considering Ludwig's famous statement, "the boundaries of my language represent the limitations of my reality." Let alone dispute the value of studying languages and cultures from different countries (Hagoort, 2017).

We need to remember that learning and teaching are intertwined and mutually impact each other after addressing language acquisition (Deng et al., 2019). Applied Linguistics is naturally preoccupied with teaching issues, and nuances since doing so help stimulate and even predicts

the related learning process in certain ways. Applied Linguistics is no exception.

Pedagogy is one of the oldest epistemological problems in human history since it combines millennia of historical investigation and empirical facts (Leal Filho et al., 2018). Each historical period promoted a particular teaching style that appeared to meet the demands of any given community best. In recent years, there has been a great deal of study on how education might shape students' identities (Yuan & Mak, 2018; Oosterheert et al., 2020; Yazan, 2017). As a result, it is reasonable to assume that a new technique of teaching, one that is both

comprehensive and complicated, is nearing completion.

Despite the availability of FLT methodologies and techniques, a theoretical study of scholarly literature on foreign language teaching and acquisition shows that. Currently, this area of study lacks the resources necessary to provide students with a thorough grounding in the axiological aspects of the target language. Due to the lack of pragmatic relevance and values, even an advanced level command of the target language might be considered 'damaged' since it is based only on semantic and codified information. When it comes to language for specific (professional) reasons, the dilemma becomes even more serious (LSP). This situation significantly impacts students' language abilities because it obstructs proper language learning. While a structural or pseudo-communicative strategy might be effective, the primary focus should be on core cultural and professional principles and language comprehension instead.

Nonetheless, its proposed strategy does not imply that all prior methods are insufficient. On the contrary, it believes that the language content obtained via the application of pragmatic and axiological modeling may greatly benefit all current methodologies and approaches. The suggested approach is beneficial for LSP education in distinct since it is dependent on target language culture and educates all aspects of linguistic usage in the context of their axiological and pragmatic worth. We may be able to jump to conclusions about FLT's axiological and pragmatic importance if we continue to concentrate on LSP research. Still, we must wait for further evidence to confirm or refute this assumption.

By selecting language materials according to this strategy, the authors believe that students' proficiency levels will rise and that they will be motivated to learn more about the target language than meets the methodologically-formalized eye.

If you don't have a clear strategy for pragmatic and axiological modeling, you won't effectively apply the results to the language teaching process.

There is a strong case to be made for emphasizing the importance of pragmatic and axiological modeling of the target language in any language instruction technique that aims to offer learners a thorough immersion into the target culture.

Consequently, the research's primary goal is to examine axiological and pragmatic linguistic modeling theory as a significant instrument for inappropriate foreign language instruction, establish the technique for this modeling and assess its validity using FLT discourse space material. Research also explains how this linguistic modeling might be used in foreign language instruction practice via curricular adjustments and, more specifically, activity creations. Pragmatic and axiological linguistic modeling is generally utilized as a stand-alone analytical tool in applied linguistics. However, this form of linguistic modeling is a vital aspect of a far more sophisticated current linguistics process known as conceptual, linguistic engineering of professional identity (Valeeva & Valeeva, 2017).

Recent studies are looking for an integrated and practical technique for developing professional identity via pragmatic and axiological modeling, which incorporates a variety of theoretical and applied language study areas. So, the fundamental research question of this study is: How does axiological and pragmatic language modeling of FLT content influence students' professional identities? However, the following difficulties must be addressed to get a response to this question:

1. What is the relationship and interdependence between professional language personality and professional identity?

2. What are the theoretical and methodological preconditions for modeling professional identity?
3. What role does pragmatic and axiological modeling play in the language modeling of professional identity as a whole? What is its objective, and how does it relate to present FLT theory and practice?
4. How does pragmatic and axiological linguistic modeling relate to the study of professional speech (in this instance, FLT discourse), and what is step-by-step approach does it take?
5. How may the results of this modeling be incorporated into FLT resources and, on a larger scale, the FLT syllabus?

As soon as these research concerns are resolved, it believes that it will be able to observe a structured approach for the recommended models and methods for implementing them in the FLT area of work.

## Literature review

### *Theoretical outline of identity research*

While there are several studies in the Humanities on the subject of the linguistic, personal identity, and pedagogical components of this subject get surprisingly little attention, with the majority of research focusing on purely theoretical issues with little practical application (Verschueren et al., 2017; Karimi & Mofidi, 2019). That is why it is yet unknown how, for example, the identity is produced and how it might be tracked and managed. Similarly, much has been documented about various kinds of professional identity (Leigh, 2019) and various aspects of its deformation (Findyartini, 2019). This research subject also lacks sufficient coverage in terms of its progression and practice-oriented types of development (i.e.,

how precisely each specific professional identity should be developed, the measures that should be done, and the consequences that should be expected).

As a result of the above, we may consider the issue of forming professional identity via language education to be an essential niche that, once discovered and established, must be inspected and exploited. In light of recent advances in cognitive science, it contends that comprehensive knowledge of professional identity and personality as a part of a specific perspective is unattainable. To accomplish this without first acknowledging them as a unique language personality (i.e., a personality with a distinct language identity) with distinct interaction behaviors and techniques in every professional area. It's hard to disagree with Malyuga & McCarthy (2018) when they assert that striving to construct a whole personality before establishing linguistic identity is akin to putting the cart before the horse. While it thinks that the approach of developing professional identity through language instruction in general, our focus is on ways to shape the professional identity of a learner of foreign language teaching (FLT) who is influenced by our area of expertise.

### *Professional identity formation's axiological aspects*

It's vital to note that, in the context of professional identity development as an innovative approach to language instruction, the primary emphasis is on the axiological and pragmatic features of any professional area being instructed. A technique like this seems to be the most sensible, given it is backed up by substantial anthropological study.

Because our discussion is founded on the anthropological concept of cultural relativism, we concur with Sit et al. (2017) that, first and foremost, "it must recognize that the pluralistic nature of the value systems of the world's cultures... cannot be judged based on any single

system" (Sit et al., 2017). Secondly, "judgments are based on experience, and each individual interprets experience in terms of his or her enculturation" (Sit et al., 2017). When used in this context, the term "enculturation" refers to the process of transmitting cultural beliefs, embodied behaviors, and emotional dispositions from generation to generation. In Martinez's view, the essence of culture is a set of values, and these values are how happy individuals and healthy communities are created (Martnez 2020).

To put it another way, Sharifian proposes cultural relativism 2.0, which includes some important statements, including one about the value of cultural relativism's core premises. For example, its "concerned with processes of socialization and enculturation." Its "sensitivity to context and meaning," its focus on compassion, and its resistance to a society's evolutionary progress (Sharifian 2017). As a result, all of a culture's variety may be found in the ideals it holds dear. As a result, it is necessary to adopt the values of a new culture to comprehend it. For this reason, it seems to sense that teaching a foreign language may be an effective means of assimilating a new culture and instilling the core principles necessary to appreciate it fully.

#### *Aspects of professional identity formation that are pragmatic*

Now that the axiological side of the situation has been established, we may go on to the pragmatic. Language education has long been recognized as being value-driven and founded on axiological and enculturation ideas. The question now is how to carry out this training and which language units must be utilized to construct instructional resources. While the first concern is with foreign language education techniques, it is intimately tied to the second, which has a pragmatic answer. This assumption

is made on the premise that pragmatics is widely regarded as science.

While it is fact-based that "studies that use a pragmatics methodology are empirical in nature, that is, they examine language in use" (Schnheyder & Nordby, 2018), pragmatics is theoretically much more than that. There are at least three ways to interpret this phenomenon, according to Deirdre Searcy & Nowicki (2019). From a philosophical stance, pragmatics seeks to resolve some concerns concerning meaning, particularly the relationship between the meaning of a phrase and the purpose of the addresser. It might be regarded as a linguistic extension of grammar analysis regarding sentence meaning and context interplay and codification. Alternatively, pragmatics might be seen as a subfield of cognitive science concerned with developing a psychologically accurate account of human transmission. Every technique highlights the critical nature of this area of study when it comes to language modification. Because language usage in everyday life is shaped by a variety of presuppositions, conventional implicatures, and illocutionary elements, each situation is unique. It is impossible to fully discern the language embodiment of some (e.g., professional) ideals without pragmatics.

Because of the reasoning presented above, pragmatic and axiological linguistic modeling (i.e., any particular professional discourse area) are key components of any language education strategy. It seeks to immerse pupils in both the language and the culture. A second question arises: How do we pick, analyze, arrange, and modify language parts to obtain this pragmatic and axiological modeling??

#### **Materials and methods**

The method adopted in this work is dictated by the absence of attention given to linguistic modeling's pragmatic and axiological components and the importance of that for the

FLT area. Because our study focuses on the construction of professional identities and the technique of linguistic engineering of professional identities, theoretical integrates axiological and pragmatic modeling. Applying this specific set of approaches seems reasonable to obtain the study goal.

### *Materials*

First, let's have a look at some of the items that were used in this study: Because this is a study on foreign language teaching methodology, all of the content utilized to form the corpora for further assessment was taken from the FLT discourse area, specifically the most popular books and articles on that methodology: "Teach English as a Foreign Language" by David Riddell, "Learning to Teach" by Jim Scrivener, "Multisensory Teaching of Basic Language Skills" by Judith R. Birsh & Suzanne Carre, the series "How to Teach" by Jeremy Harmer. The sources required to demonstrate this work's examples will be included in the corpus materials' references, saving on storage space.

Aside from developing a methodology for the theoretical, linguistic engineering of professional identity that applies to any discourse domain, one of our primary goals is to improve the general syllabus of the discipline "Foreign Language Teaching Methodology: Theory & Practice" to educate better and train future foreign language teachers.

### *Methods and procedure*

The study methodologies employed in this work were selected according to the survey questions. To achieve the study's objectives, it was required to combine the methodologies and concepts of numerous approaches, including linguodidactic and linguistic ones:

1. A theoretical examination of professional identity and professional linguistic personality is required to identify probable junction spots and connections between these two concepts;

2. Conceptual, language engineering of professional identity necessitates using a descriptive method to show the role of pragmatic and axiological modeling in this process and what it may mean for the FLT industry when applied.

3. To demonstrate how this kind of language analysis pulls value-signifying components from dialogue and organizes them into a corpus for utilizing in generating FTL resources, a pragmatic and axiological modeling method is used. Microsoft Excel manages the corpus compilation process, which is arranged according to the hierarchy of axiological ideas, their linguistic presentation, contextual implementation, and pragmatic functioning.

4. Linguodidactic analysis of the body to understand how linguistic components should be organized and molded into activities that help students build their professional identities.

As previously stated, the methodologies outlined correspond to the research topics of the publication and so constituted the study's approach.

## **Results and discussion**

### *Intersections of professional identity and linguistic personality*

Professional identity is a dynamic and complex system that includes a person's self and knowledge of belonging to a particular profession (professional organization) based on a set of essential and adequate descriptors for that profession (Herbert et al., 2020). Professional language personality development is the underlying principle of the approach to professional identity construction via language education and learning. Developing one's professional linguistic personality is a significant step toward establishing one's professional self.

Throughout a prospective expert's professional training, they develop their professional identity. There is a professional image of the world and norms and behavior models in all professional writings (Yuan, 2020). Value systems for the future profession and national-cultural distinctiveness of knowledge are included in the text. Future specialists' linguistic personalities and professional identities will be shaped by their ability to communicate effectively in a foreign language.

Furthermore, the interrelation between "professional language personality -> professional reality" and "professional discourse as a set of professional texts and corresponding contexts" is further supported by the fact that professional discourse goals reflect the perspective of this profession. Because the language units used in professional discourse (lexical, syntactic, pragmatic, and suprasegmental) generate professional linguistic personality and thus professional identity, these units in professional discourse generate professional identity and linguistic personality.

Professional language personalities are classified into three categories: verbal-semantic (lexicon; degree of interaction competence), linguocognitive (thesaurus; degree of professional Awareness), and motivational (inspiring) (degree of pragmatics and motivation). We assume that studying the discursive-communicative and professional thesaurus criteria defined by a specific professional organization may help build a sense of professional identity and professional Awareness for future experts.

*The axiological and pragmatic models' roles in the overall language modeling of professional identity*

The underlying idea of forming professional language personality is at the heart of the given approach for professional identity formation: "professional thesaurus-> professional

discourse-> professional communication->professional action." After analyzing texts containing professional discourse, researchers examine how language units are used in the context of (simulated) professional communication. Then students are put to the test through indirect professional interaction with language specialists. This methodology is used in the language learning educational process (or foreign specialists utilizing a specific second language as a mediator).

There is currently no other way to demonstrate practical research potential and theoretical validity, and verifiability of results than a comprehensive multi-factor assessment of the language element of a person's professional identity - whether professional or amateur. Data segmentation and precise language analysis are required for this procedure to be as straightforward as it seems. To satisfy these requirements, the analysis must use methods from each of the aforementioned linguistic specialties. While the offered methods of professional identity language engineering in overall and of pragmatic and axiological modeling in specific aim to solve some theoretical and practical deficiencies. The converse is also true: it may make it easier for Russian and international scientists working in diverse fields to communicate effectively across cultural divides.

It has already been established that the axiological component is the bedrock at all civilization. In turn, an individual's cultural heritage greatly influences their cognitive foundation and how they transmit and comprehend information. That values (also called axiological elements) are the driving force underlying language is a no-brainer. After all, language is undoubtedly the finest medium to express, describe, and perceive our surroundings.

The challenge is how to use this information in practice, that is, how to discern and appropriately organize the parts of speech to express the kinds of values of this specific social organization talking this certain language. Pragmatic and axiological linguistic modeling exist precisely for this reason.

An analysis of language (particularly, professional discourse) via the cognitive process of speech production is utilized to track the reverse process of language acquisition and use in general. Using this technique, we may get to the core of a person's thinking and determine the relationship between their professional ideals and the language they use.

As a means of connecting a collection of values to the language pieces that describe them, this technique holds promise for the subject of functional linguistics. With culturally-charged content, it helps students comprehend the mechanics of a language and the values and culture of a specific country via its language.

If the material for learning the language is arranged, this complete process provides a far deeper absorption in the cultural and professional identity and mindset that underlie the language. In this manner and with these discourse aspects, students will better comprehend the reasoning behind the language patterns.

*A "theory-to-practice" method for pragmatic and axiological language modeling*

The methodological stages in this form of language modeling are as follows:

- Discourse Analysis

The purpose of this qualitative approach to analysis (Johnson & Mercer, 2019) is to reveal situated meanings and overarching themes represented in the discourse domain by consideration (Ponzio, 2020). Another reason this stage is employed in our study is to identify

the aspects of FLT discourse that have particular axiological charges. The fact that the overall corpus is organized and supplied for future forms of analysis determines the relevance of this sort of analysis.

- Pragmatic-Communicative Analysis

The second stage is to analyze the collected speech pieces regarding their professional and pragmatic usefulness after all of the relevant attested material has been acquired. This phase is essential for comprehending how pragmalinguistic and sociopragmatic forms of information are associated throughout different learning phases and is an exceptionally valuable material for organizing the FLT discourse axiological sphere (Chan & Cheuk 2020).

- Functional Analysis

Functional analysis is seen as a subset of pragmatic analysis in this study. Forming an operational range for the linguistic components utilized in a specific discourse and discovering the connections between these elements is its primary objective in this process (Bagiyan & Monogarova, 2021). Apart from that, this kind of research helps detect the peculiarities associated with the creative use of language.

- Linguoaxiological Analysis

This last step must synthesize the preceding findings to emphasize dominating spheres from an axiological perspective. This may be achieved by generating value-charged ideas of relevant professional discourse (Shiryaeva et al., 2019).

Now let's apply every strategy phase to professional FLT discourse material.

The axiological sphere of FLT discourse is achieved when all of the approach phases are fulfilled. Due to our pragmatic and axiological modeling of FLT discourse, we were able to identify five key notions that form the axiological sphere foundation: language,

knowledge; culture; multiculturalism; and education. Accordingly, it's important to note that the research's primary purpose is not to divulge all of the language findings since it isn't necessary. Instead, the goal is to show how the method's findings may and should be

implemented in FLT contexts to illustrate its capabilities. Consequently, let's demonstrate how the axiological idea of education views each component of the axiological sphere in further detail (Figure 1).

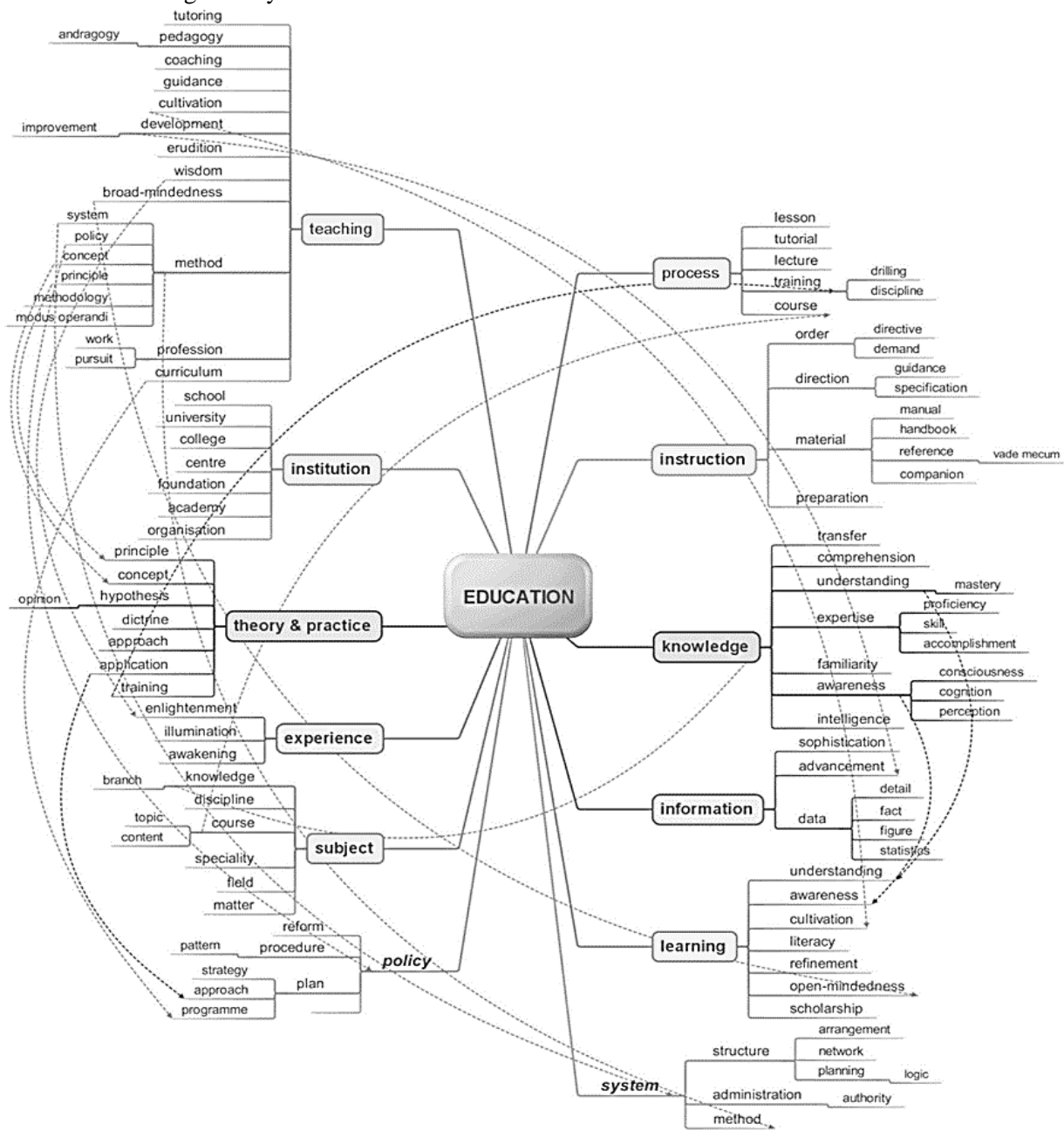


Figure 1. Education in axiological concepts.

It is vital to explain how the thought is generated at this point. The concept's name and, at the same time, its major lexeme, education, contains 12

pieces that make up its near periphery: learning, instruction, knowledge, process, institution, theory & practice, subject, information, policy,



experience, teaching, and system are all terms used to describe the teaching, learning, and teaching-learning process. The axiological sphere is shown in more detail by ramifying each of them further. An example of the close-periphery components' interdependence may be seen in the links that connect certain portions. These linkages are important because they will help generate FLT content that is axiologically charged.

For example, the strong relationship between instruction approach and practice & theory demonstrates one of the core objectives of current FLT discourse: modern instruction techniques, although based on sound theoretical research, must be practical and readily implemented in today's classrooms. Teaching vast-mindedness -> learning open-mindedness is based on a similar concept. To generate the essential rapport for a favorable language and knowledge-appropriate learning environment, instructors must be unbiased and motivate pupils to do it as well. Several of the links are self-evident (teaching syllabus -> subject; learning -> teaching; knowledge -> learning, and so forth) and provide factual explanations for valid results.

The next step is to arrange all of the discovered conversation fragments into specified pragmatic types based on their pragmatic-communicative orientation and axiological charge, using the data obtained about each axiological term.

Every lexeme includes some instances with varying pragmatic functions and total axiological charge. However, a single instance demonstrates how our research technique works and how applied linguists and FLT Methodology specialists should utilize it. It simply illustrates that portion of the gathered corpus related to the axiological idea education stated above.

The investigation of how every lexeme operates in FLT professional speech reveals the axiological charge that each lexeme carries. Consider how, from a pragmatic and axiological

modeling standpoint, the lexeme technique is incorporated in FLT discourse:

- (1) *"Assessments occur in a variety of shapes and sizes. Standardized assessment entails using trustworthy and valid tests that have been meticulously developed over an extended period of time, with much research, and using established techniques".*

First, the selected discourse element discusses evaluation techniques in FLT, which implies assessment in the FLT scenario. Second, the meaning is dense with assessing lexical units, contributing to the general positive axiological charge: the adjective standardized guarantees the word evaluation. Making the concept sound safer and more decisive, dependable, and legitimate are adjectives for the notion in issue, even when presented using the lexeme test, which surely adds to the overall concept of a trustworthy given approach. Finally, the author emphasizes the evaluation examinations' relevance and near-historical significance by emphasizing that they are methodically created over lengthy periods of time. The context endows this idea with characteristics such as being trustworthy, reliable, systematized and rational, universally accepted, and hence entirely safe. Thus, with its solely argumentative pragmatic function, the lexeme approach embodies a wealth of potential in terms of axiological linguistics.

As a further illustration of the pragmatic function played by axiologically charged discourse components in the FLT discourse region, consider the following:

- (2) *"Awareness entails evaluating pupils' statements and reacting accordingly. According to author Michael Lewis, a colleague, Peter Wilberg, summed it up brilliantly when he said that 'the fundamental job of the instructor is response-ability! This requires the ability to assess the success or failure of classroom activities and adapt to*

*changing circumstances. We need to be as aware as possible of what is going on in the minds of our pupils."*

Unlike the first scenario, where the axiological implications were straightforward and the general values 'tonality' was felt, the second case displays a more implicit and subtle method of accomplishing the same result. As a simple example, the first sentence conveys a great deal more than is apparent from the syntax and meaning of the lexemes. First, it reflects a fundamental methodological tenet: an instructor must listen to a learner before responding, without superfluous corrections or disruptions, and 'reply correctly,' that is, in the learner's best interests. This section's authority is further enhanced by the author's references to two leading specialists in the subject (Peter Wilberg and Michael Lewis), which boosts the passage's value to its intended audience. Additionally, the author provides a citation from a well-known FLT source and explains this statement. There are various reasons why this specific, pragmatic maneuver is appropriate: As authoritativeness increases, so does the intensity of the axiological charge. A brief explanation follows the implicit start of the discourse element, reinforcing the charge and activating pragmatic functions of language like simplification, popularization, and phatic (to name just a few).

Analyzing every axiologically meaningful linguistic unit concerning the discourse domain in which it works is the long-term goal of the analytic method described above. The results are then uploaded to the FLT discourse components corpus, which is axiologically charged. Foreign language teachers (professionals) may then use the data and information from the corpus to create a range of activities and resources for FLT learners when the modeling procedures have been completed. Because every corpus category promotes learners' knowledge and absorption in the axiological sphere that is closely linked to the

discourse components utilized in the activity/task, the explanation is straightforward.

## Conclusion

The study undertaken enables us to reach the following findings. When it comes to the axiologically charged field of professional communication, FLT discourse is clearly one of the most complexes. From a pragmatic-axiological standpoint, it presents a potentially enormous research area. Second, it is theoretically solid and should be utilized as a key instrument for foreign language students to develop their professional identities in a more constructive and focused manner. It is also possible to produce authentic results using the suggested FLT resource generation and design approach built on pragmatic and axiological modeling ideas. Despite the abundance of theoretical and, to a lesser degree, empirical data, this technique has yet to be fine-tuned and tested in training. When comparing our results with previous studies, it is important to stress our findings' relevance concerning study subjects listed in the introductory part:

1. One's professional identity is set by a certain intellectually that is manifested in specific language forms;
2. As pragmatic and axiological modeling are fundamental aspects of this methodology, it is employed to achieve the research goal. The methodology used in this study represents the procedure of professional identity construction and is dependent on that technique.
3. Since axiology is the basis of pragmatics, which shapes a person's linguistic character, it is vital to instill a set of morals early in the FLT educational procedure to appropriately shape learners' professional identities.
4. The method by which professional identity is established through axiological and pragmatic language modeling is

painstakingly explained and implemented;

5. The provided technique now presents a strategy for developing an axiologically-charged FLT syllabus. With the limits of existing research in mind, it hopes to address this specific problem in our future research.

The present stage of the study is devoted to the creation of Spanish and English pilot manuals that adhere to all of the theoretical foundations discussed in this work. The methodology is used conceptually in two ways: It is utilized to conduct practical lessons based on the pilot manuals that our laboratory research team is developing. Performing project activities are utilized to engage the creative component of pupils' foreign language ability. The research's limitations may be summarized as follows: the research is conducted on material from a single language, and the empirical verification may incorporate various methods of psycholinguistic techniques such as DCT, questionnaires, and the like. However, these features of assessing the target of the present study will undoubtedly be covered in the next articles on the subject as part of our established linguodidactic and linguistic studies. In general, the paper's analysis reveals that the suggested research approach of pragmatic and axiological modeling may be effectively utilized in both theoretical and practical linguistics. This is a critical step in developing a new system for teaching foreign languages and axiologically oriented cultures. In our view, there are few current FLT research targets as worthy of pursuit as this one.

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