**I Am Who You Say I Am: The Impact of Tutor
Feedback on Pre-Service Teacher Identity**

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Abstract

The following study situates feedback in two teacher education courses to explore the following research question: How do students rely on discursive features of feedback to reflect on and write their identities as future teachers? A total of 41 participants were recruited for the study. These participants are undergraduate students enrolled in their first year in the Teacher Education Program at a land grant institution in the Pacific Northwest. The courses in which these students are enrolled are writing-intensive: both instructors are trained in the practice of personalized reflective feedback and assign many reflective writing assignments. A critical discourse analysis of student work was carried out by the researchers to explore traces of identity formation in response to instructor feedback. The results are presented as two distinct cases identified by the pseudonyms Roebuck and Roberta. The themes that emerged from the study are: (a) the use of deflection to resist reflection; (b) the performance of an "expert" identity to be recognized as proficient; and (c) the relational dialogism that most reliably leads to reflection. The results are discussed and contextualized so that future researchers and practitioners can carry the themes of this study forward into new contexts and situations.

Keywords
Critical discourse analysis, feedback, reflective writing, student identity.

Introduction
> *Through others we become ourselves*—Vygotsky, *The Collected Works*, 1997

Bakhtin's (1993) suggestion that identities are collectively created through dialogic interaction acts as an apt analogy for the practice of feedback. His metaphor of how social relationships constitute individual identities is as follows. Consider two individuals who sit facing one another and picture their conical visions intersecting. Each one can see the other, including everything that the other cannot see. For either of the individuals, the vision is incomplete—everything beyond each cone of vision remains unperceived. When their visions intersect, however, they create a visual surround that encompasses all possible blind spots. The effect is an existential dependency on social interactions, which Bakhtin (1993) calls a "productive, unique deed" that "only I can do for him (sic) at the given moment" (p. 42).

The "unique deed" of any social interaction is not neutral, however. Relationships of power frame the position of each individual in Bakhtin's visual surround; what becomes/remains in/visible is often a matter of position. For instance, Inoue (2015) warns that a white racial positioning of many university tutors reproduces a "set of linguistic codes and textual markers that are often not a part of the discourses of many students of color, working class students, and multilingual students" (p. 17). As a result, completing

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one's vision, as Bakhtin described, could be called "oppressive" rather than "productive." The same goes for feedback. How students are positioned during feedback—the vantage of students and tutors during their social interactions and writing exchanges—is a crucial for understanding feedback's effects. The authors believe that any discussion of feedback needs to consider these positionings in order to, again in Bakhtin's words, complete one's vision of their self in "productive and unique ways." To put it another way, feedback is a text produced by tutors that "plugs into" the students' "self-as-text" (Jackson & Mazzei 2013, p. 263). Considering these factors and relationships of power, the authors in this analysis examine the way feedback shapes the identities in a teacher education program. Stated directly: How do students rely on discursive features of feedback to reflect on and author their identities as future public school teachers?

Situating Feedback and Identity
Research into feedback remains a vast field. Much of the literature focuses on feedback as an instructional tool for improving academic performance. Studies from Graham, Harris, and Hebert (2011), Ivanič, (1998), and Huot (2002) suggest that tutors should provide feedback with the intent of evaluating students' development as opposed to evaluating assignments developed by students. Indeed, Graham, Gillespie, and McKeown (2013) call for an environment where "students can be successful and their development can prosper" by tutors showing "enthusiasm" and encouraging students to "act in a self-regulated fashion" (p. 9). With the emphasis on individual students, conceptions of feedback have shifted from a natural "consequence of performance" (Hattie & Timperley 2007, p. 81) to something far more complexly relational.   Moving beyond the notion of causal evaluation, which defines feedback as merely representational of a student's performance, feedback has recently begun to be understood as constitutive, helping students to "become critically conscious of the ways their [performances] are valued" (Inoue 2015, p. 136). Still, despite these shifts in perspective, the majority of studies have not yet provided a consistent framework for understanding feedback as it relates to identity (Shute 2008). Borrowing from Johnston (2004), the authors propose a definition of feedback that illuminates its relational and constitutive values: a discursive practice existing within relations of power that creates possible realities and invites alternative identities.

Lewis and Ketter's (2004) study is also instrumental in advancing definitions of feedback. They offer the term "interdiscursivity" to signify processes through which students incorporate a tutor's discourse into their own to produce new ways of thinking, acting, and being in particular contexts, such as in a teacher education program. For interdiscursivity to be associated with learning, it cannot simply mean imitation of language. A student might read a tutors's response to a graded essay, include the tutor's exact language in a later revision, receive an improved score, and not experience any meaningful change. According to Lewis and Ketter (2004), interdiscursivity occurs when students generate "reconstructed discourses" by critically comparing previously held discourses with those offered by their tutors (p. 117). Rather than imitation, students who consciously and critically adopt the messages in tutor feedback are able to construct a situated identity.

A critical framework that sees identity as constantly in flux, constituted through relationships of power with others, and as situated in particular moments of history, allows for analysis that goes beyond assessment of performance. Our analysis shifts attention to the constitution of students' identities through the use of language and how they are positioned in relation to tutors. As such, the current study uses critical discourse analysis to extend the feedback literature and to expand the previous limited analyses to see student identity constitution and feedback in a different light. In using critical discourse analysis, we consider the positionality of both the students and the tutor within the feedback exchange. Furthermore, critical discourse analysis highlights the feedback process, writing, and texts as more than

just micro-exchanges between two individuals isolated from time and space. Understanding that any discourse is "socially *constitutive* as well as socially shaped" (Fairclough, Mulderrig, & Wodak 2011, p. 358, original emphasis), the authors provide detailed cases that connect themes with larger social narratives, paying attention to how particular histories, social contexts, and power dynamics frame the constructed themes. Critical discourse analysis offers a lens to understand feedback exchanges as connected to broader social structures, identity formation, culture, history, and power. In the next section, the authors describe a methodology for achieving such analyses.

Methodology
The current IRB-approved study analyzes how students' reflections about their future teacher identity change during a single semester. The authors, one male and one female, both identifying as white, middle-class educators, focus on shifts in writing style (e.g., sentence composition), in construction of meaning (e.g., metaphors of teaching and being a teacher), and in self-reference (e.g., students' descriptions of themselves as teachers) due to interactions with a largely white middle-class population. Issues of privilege, of perceptions of diversity, and of power—issues both authors experience in their personal and professional lives—remained central throughout analysis. Considering the authors' position, the ways that privilege shape the discourse between tutor and student became critically important (Inoue, 2015). Themes emerged by analyzing how tutor feedback mediated changes in student writing. The individual cases presented below come from two classes in a teacher education program: Curriculum, Instruction, and Content Literacy Methods (for secondary students) and Reading and Writing in Grades 4-8 (for elementary students).

Method
Participants
41 participants from both classes were invited to participate in the study. 38 individuals (30 from the elementary class and 8 from the secondary class) consented to participate in the study. These numbers are proportional to the number of students in each class. 34 students are enrolled in the elementary class and 12 are enrolled in the secondary class, so participation was high in both recruited classes. For the most part, students who enroll in the teacher education program tend to identify as white, middle-class, female. Even those who come from small, rural towns tend to have families with economic stability. Over the past few years, student populations at this university have slowly become more diverse, but the large majority currently remains as described here.

Instruments
Reflective writing assignments were collected from both classes. In the elementary class, a writing-intensive class, students took a piece of writing through a simulation of the publishing process. Each assignment required students to reflect on each stage of the process: experience, prewriting, drafting, sharing, revising, editing, publishing, and assessing. Students scored their own writing and reflected on what they learned from this process. In the secondary class, students wrote a series of article reflections that tasked them with reflecting on the ways a journal article selected by each student related to their pedagogical interests. Both classes offered various materials illustrating students' attempt to author an identity.

Data collection
The researcher collected student essays immediately after tutors provided feedback. Scanned or copied essays were retained by the researcher so that each tutor could return the original drafts to students. Students' responses to feedback came either in the form of a revision, a reflection in response to feedback, or in a member check interview. The purpose of the interviews was to probe tutors' and

students' intentionality in their construction of identities. Conceptually, the interviews focused on questions like: In what ways did students intentionally use tutor feedback when revising their writing or ideas? In what ways did tutor feedback have an effect on how students thought about their experiences, ideas, or the kinds of teachers they aspired to become?

Analysis
Researchers followed Saldaña's (2015) "initial coding" process, allowing for open-ended early impressions suggesting critical formations of a teacher identity. An example follows:
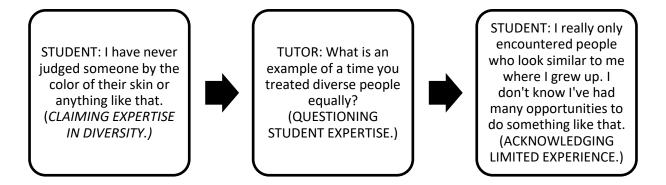
STUDENT: I noticed as a student that during class discussions, teachers rarely got us, myself included, to formulate deep enough questions about whatever we were talking about.	*TEACHER RESPONSIBILTY FOR DISCUSSION DEPTH*

TUTOR FEEDBACK: You are right that engagement depends on the art of the question, so I wonder how relevance of topic and development relate to facilitating discussions.	*DISCUSSION STRATEGIES*

Initial codes then determined themes regarding the ways feedback mediates students' formation of a teacher identity. During a second round of coding, themes filled the gaps between student text and feedback text, as outlined in Table 1.

Table 1. Sample Themes for Journal Article 1 (Secondary Class)

Student Text	Themes	Tutor Feedback	Themes
I noticed as a student that during class discussions, teachers rarely got us, myself included, to formulate deep enough questions about whatever we were talking about.	Deflecting responsibility from student to teacher	You are right that engagement depends on the art of the question, so I wonder how relevance of topic and development relate to facilitating discussions.	Suggesting strategies for reflecting on teaching processes
Collaborative learning is also talked about a lot as a valuable teaching approach in combination with computer-based instruction.	Describing article in passive voice	I can see how these two strands shape content. What is your personal experience with either/both? What might it mean for you as a teacher?	Encouraging reflection on past and future practices

Following Charmaz (2013), themes were compared across individuals and time points. The authors used this arrangement to tell stories of how students form identities in dialogic relation to tutors as they provide feedback. Figure 1 illustrates an example of this process.

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┌─────────────────────┐      ┌─────────────────────┐      ┌─────────────────────┐
│ STUDENT: I have never│      │  TUTOR: What is an  │      │ STUDENT: I really only│
│ judged someone by the│  ▶   │  example of a time  │  ▶   │  encountered people  │
│  color of their skin │      │ you treated diverse │      │ who look similar to me│
│   or anything like   │      │    people equally?  │      │  where I grew up. I  │
│       that.          │      │    (QUESTIONING     │      │  don't know I've had │
│ (CLAIMING EXPERTISE  │      │ STUDENT EXPERTISE.) │      │ many opportunities to│
│    IN DIVERSITY.)    │      │                     │      │ do something like that.│
│                      │      │                     │      │  (ACKNOWLEDGING      │
│                      │      │                     │      │ LIMITED EXPERIENCE.) │
└─────────────────────┘      └─────────────────────┘      └─────────────────────┘
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Figure 1. Telling Themes as Stories.

Micro-level interactions between students and tutors begin to illustrate stories of becoming. Narratively connecting these interactions required interviews with both students and tutors. The interviews allowed students to explain their written responses to feedback as well as allowed tutors to self-report motives in their feedback. The selected two cases:

1. Maintained 100% completion rate of their assignments throughout the semester and participation in the study.
2. Demonstrated diverse academic disciplines (Family/Consumer Sciences, Special Education).
3. Most clearly addressed the research questions.

Cases
The following cases will be identified by pseudonyms and narrated individually. Roebuck is a female Family and Consumer Science major pursuing secondary licensure. Roberta is a female teaching candidate seeking elementary licensure. Their journeys of the self are detailed below.

Roebuck
When the semester began, Roebuck found herself as the only Family and Consumer Sciences (FCS) student in her cohort. In the secondary program at the university where this study occurred, students major in content areas (e.g., English) and in the final two years of their degree complete the requirements for the secondary teacher education program. It is typical for the secondary program to contain cohorts consisting of no more than a single student. At the secondary level, cohorts have averaged 30 students for the past five years and often become fairly exclusive communities. Within these cohorts, students form smaller, more intimate social groups, and these groups are likely to be determined by content area. Not only might students already be familiar with one another from previous classwork, but the shared content area also provides them with an immediate common discourse. Despite sharing common characteristics with the majority of the class—as a nineteen-year-old, white female—she did not have access to discipline-specific community membership.

This was not an experience Roebuck was used to having. She grew up in a small homogeneous town in the Northwestern region of the U.S. There, her family enjoyed the privileges of stable and conservative politics centered on their racial identity. Up to the moment she began the teacher education program, Roebuck's identity had been constituted by communities with similar value systems and significations. In early assignments, Roebuck used her privilege in an attempt to relate with her tutor, who, at least on the surface, seemed to share privileges of class and race. In one essay, Roebuck addressed her directly, "Our values need to be protected both in and out of the classroom." The use of the collective pronoun "our"

initially positions her as equal to her tutor, while her use of "values" without explication implies Roebuck identifies with her tutor, at least superficially. In this instance, her tutor prompts Roebuck to "define those values" and "think about how and why they need defending." At the same time, however, the tutor did not directly address the shared privilege of their whiteness and class upbringing. The potential for this point of relation plays out more significantly in a later interaction.

Perhaps reconciling the discomfort that comes with her usual in-group status, Roebuck also attempts to isolate herself in her first article review of the class. Roebuck writes that "this article, though it is based on a lot of family and consumer science in Hong Kong, is one of the only documents out there to accurately describe what we do as FCS teachers and what our goals are as a profession." Despite the inaccuracy of this statement—certainly there are other articles that describe FCS pedagogy—this use of language seems to serve a larger purpose of establishing Roebuck's identity as unique to the dynamics of her class. Her attempt to establish herself as an island, so to speak, was not lost on the tutor, who provided the following feedback: "Wow! This is something to talk about. Let's play with searches--Though! I can see why this might be." Here, the tutor first uses feedback to praise Roebuck's attempt at an identity within the class composition ("Wow!"); after this brief praise, the tutor gently suggests that Roebuck's claim might not be completely true without explicitly challenging her veracity. Still, the tutor withholds a potential shared quality of identity to which Roebuck might have been able to relate.

Midway through the semester, Roebuck begun to define FCS in her writing as a self-contained community, with little relation to other content areas. In one essay, she wrote that she has "noticed that the language we use as Family and Consumer Sciences teachers is very forward-thinking and not offensive to anyone." Not only does her pronoun use include her in FCS, but she also asserts that, by virtue of this inclusion, she is "forward-thinking" and "not offensive to anyone." By positioning herself (and FCS) this way, it is no fault of hers or any FCS teacher if someone becomes offended. Despite her tutor's feedback in an earlier assignment asking her how this "language use might be shared across disciplines," Roebuck makes no such effort in her current writing, implying that these strengths are specific to FCS, as well as her.

Rather than correcting Roebuck outright (i.e., that there is always the potential that language might offend someone), her tutor remained empathic to her sense of alienation and offered dialogic prompts: "How do you accomplish this? Perhaps every perspective has its limitations?" These questions, if answered, offered steps for Roebuck to reflect on her perspective as opposed to the implicit criticism of other tutors who might not be as "forward-thinking." As the semester progressed, Roebuck continued to separate herself from the cohort. According to what her tutor revealed during interviews with researchers, Roebuck often disengaged from group work and grew defensive of the fact FCS was not fairly represented in instructional materials. Her identity began to depend on the association between her alienation and her perceived (but ostensibly 'unoffensive') superiority.

In one of her reflections, Roebuck wrote, "Other people are now using the term 'community well-being,' which has been valued by FCS professionals for years." Her use of "other people" continues to position herself, which Roebuck seems to have conflated with her content area, at a rhetorical distance from her peers. This is especially interesting considering her claims that she is an expert in "community well-being." Despite these claims, the tutor remained consistent with her calls for Roebuck to self-reflect: "Okay--so what might this mean for your teaching? What connections can you make when you imagine teaching and teaching kids, say, about 'well-being.'"

As the semester progressed, and Roebuck continued developing an identity through writing that separated her from the class composition, her deflections became more explicit. At one point, she wrote

in a review that the articles she read failed to describe "how we should [teach culturally responsive pedagogy]." At this point, the tutor's feedback also became more explicit. In it, the tutor began the reflection process for Roebuck by highlighting personal details about her life as well as providing very specific steps for reflecting:

> I'd say (knowing you're from ([student's hometown]) that looking back at how you say you were taught might open some paths. With that what are some things that were avoided surrounding race, class, gender [...] Happy to talk anytime!

It appears as though the tutor spent most of the early months of the semester nudging Roebuck to reflect on her experiences, specifically how those experiences shaped her as an FCS teacher in a class where she was now the minority, but refrained from providing explicit instructions for how to do that. The tutor justified her strategy in feedback by writing to Roebuck, "open, scholarly work doesn't lay it out; the concepts are there and the how is so context specific. It requires some critical reflection." Ironically, the tutor's feedback about avoiding certain discussions of social factors also continues to avoid those same discussions. This does change, however, when Roebuck takes her tutor's offer to "talk anytime."

During those conversations, the tutor recommended specific articles for Roebuck as well as share stories of her own tutor training. Her tutor describes the conversation:

> I told her how alone I felt at the time. You know, I let her know it's common. But that feeling is an opportunity. First of all, you do share privileges with many of the students, and if you feel alone or sense someone else's aloneness, then it's a chance to use your privilege to connect whatever is the source of that feeling with the world.

The standard, her tutor communicated, was to "fully endorse a culturally responsive pedagogy that sees difference not as a threat, but as valuable." In Roebuck's final reflection for the class, she wrote: "I had no idea that the population had become so diverse. I came from such a small town where there was mostly Caucasians and that was because of our location and did not reflect the greater population of Washington or the United States." With this new layer of relationship formed through feedback, Roebuck repositions herself from expert to vulnerable learner, someone who might even be out of touch. For instance, rather than the collective pronoun use that grammatically conflated her identity with FCS, Roebuck shifted to the singular "I," separating her identification from any group. Even this subtle shift presented a unique change in voice and persona, in which Roebuck for the first time spoke for herself instead of trying to represent a homogeneous field. Also in her final reflection, Roebuck wrote, "I think I just got lucky with my upbringing. I never had to worry about my place in the world."

Roberta
In the elementary class, the established model for a positive pre-service teacher identity was one who actively engaged in process writing. The tutor, a white woman in her 60s with more than twenty years of experience as a professional writer and author, communicated this standard orally, in the syllabus, and through assignments. Students in this class were afforded the ability to write as creatively as they wanted; they could produce a poem, short story, photograph autobiography, graphic narrative, dramatic script, etc. The requirement was that students must stick with their single idea throughout a series of workshops, revisions, and reflections. The goal: for students to construct an identity throughout a semester-long process of developing their voices as writers.

Roberta began her project by writing about the loss of an uncle. However, she did not intend for her writing to read as a "eulogy," as some of the feedback she received suggested. She therefore reflected that the feedback she received, while praising her constructions of "genuine emotion," ultimately "influenced me to alter my draft to allow people to understand that although this poem is about losing my uncle, it is also about reaching my goal of completing a half marathon." Apparent in Roberta's writing is the fact that the feedback she received, despite its positivity and clear indication that she met the performance standards, failed to meet her own personal vision.

In response to both student and tutor feedback, Roberta wrote that she needed to "improve my performance." Roberta does not offer specifics as to how she would improve what she calls a "performance," perhaps because neither does the feedback from her peers. Her tutor, on the other hand, provided the following: "You are telling two important stories here. Each informs the other. How might you balance them so the reader understands that balance?" Instead of reflecting on this question, though, Roberta reflects in her revision plan, "I need to focus and do better."

Roberta is a white, female long-distance runner from a wealthy, mostly white suburb near Seattle. In early reflections, she described herself as having a "steep competitive side." In the elementary class, Roberta often lead workshops and volunteered to collate drafts from students and deliver those to the tutor. In an early assignment that required students to write a letter to their future selves, ten years after becoming teachers, Roberta encouraged herself to continue "pushing to become a better teacher. Remember all the challenges you survived up to this point." Roberta's reliance on metaphors like "survival" and "pushing to become better" demonstrate a focus more on results than process.

Her tutor, who upholds process over results, provided the following feedback: "You have referred to this tough time in your life before, and I appreciate your being willing to share such a personal experience with me and others through your writing." Here, the tutor uses feedback to comfort and relate to Roberta. In the same feedback, the tutor employed some of Roberta's own metaphors, cautioning her not to "burn out" or "crash" if she felt she was not meeting her exceptionally high standard for herself. Roberta, however, remained critical in her self-assessment; in her revision plan, she stated that she "use standards as starting points, not finish lines."

As Roberta continued to develop her memoir/poem of running a marathon with her late uncle, she received feedback from her tutor that read, "Your piece hints at what was going on but doesn't come out and say it or reveal the unhappy ending of losing someone in this way, and that seems effective. Was this a deliberate choice? Did you consider other ways to tell this story?" The tutor, while still praising Roberta's writing, pushed her to think about the choices she made in the composition, asking her to reflect on the balance she wished to achieve between mourning and redemption. This way, rather than challenging Roberta to constantly improve, which is a typical recommendation of formative feedback (Chappuis 2009), but a strategy that could "burn out" someone like Roberta, the tutor implied Roberta had already met the standard and should therefore instead reflect on her tendency to push herself so hard. Her tutor provided the following: "Thinking about your process, what is the force that motivates you so strongly? How do you know when you can be proud of what you or others have done? What is success?"

Nearing the end of the class, Roberta answered her tutor in a reflective essay about the process: "I ended my poem with a strong main point of describing how running helped me cope with my loss. I displayed this by stating my favorite part of the half marathon was not what place I finished but 'running with [my uncle]'. This gives a reader a chance to interpret the meaning of success." Considering Roberta's personal history, external benchmarks likely promote material desires that signify accomplishment (i.e., trophies).

For instance, in Roberta's "about the author" section that accompanied her story, she references "the love of her life": the car she received for graduating high school. In response to these desires, her tutor uses feedback to shift Roberta's attention from external benchmarks. Instead, she calls on Roberta to reflect instead on internal processes, encouraging her to redefine definitions of success in her narrative and in herself.

Discussion

As stated earlier, the two tutors used feedback to construct a teacher identity in different ways. Sociocultural learning theory combined with critical discourse analysis allow us to move beyond conceptualizing development as a phenomenon occurring within the individual and instead encourages us to understand learning (an identity) as a process of socialization always situated within particular discursive practices (Lester 2014; Van Dijk 1997). The themes discussed here are both unique to each case, depending on the relationship between the tutor and student (but always in tension with the dynamics of power, privilege, and socio-historical backstories), and also relevant to the general practice of feedback.

Deflecting Feedback

Roebuck's writing suggests her inability to see herself in relation to anyone else in the class. Previous studies suggest that feedback students interpret as "attacking [them]" (AUTHOR & Anguiano 2016, p. 7) often leads to deflection, regardless of the tutor's intention. In other words, students become more likely to resist reflection and instead critique external factors over which they have no control (McGarrell & Verbeem 2007). Similarly, Roberta initially expressed resentment at the writing process—the method by which teacher identity develops, according to her tutor. Roberta wrote in a cover letter for one of her assignments that she "struggle[s] with accepting that [her] poem has to be written over and over again." It was not until the tutors provided feedback expressing an understanding of personal backstory (e.g., "Knowing where you are from, I can see why you might think this") that the students began incorporating the tutors' language into self-descriptions.

Performing the Role of Expert

Roebuck's positioning of herself as an expert in relation to her peers did not warrant the expected recognition from her tutor; rather, she was continuously being asked questions that complicated the identity she was attempting to construct. Roebuck's tutor constantly provided feedback like, "Think about what this means for your community" and "How might you engage students with different backgrounds." Roebuck's tutor intended to visualize for Roebuck an identity rooted in social justice. Roebuck, however, insisted she knew what she needed to know (e.g., when she wrote, "I am very forward-thinking and do not worry about different students"). Meanwhile, Roberta, who dedicated the class to writing a poem about running in a race with her uncle, claimed to know more about the topic than her peers or even her tutor. Strategically, her tutor "accepted that she knew more" about her family and her athleticism; therefore, she directed her feedback solely to her development as a writer: "I trust your handle on the experience, but what details does your poem need so that trust becomes truth?" After expressing her struggles with the writing process (detailed in the following section), Roberta began to envision how she might use process-writing as a teacher: "I would absolutely require multiple drafts, maybe without grading them, so my students can see their growth without being anxious or scared." By the tutor accepting the students' performances of expert rather than reaffirming authority, the students accepted, rather than deflected, feedback (Voerman, Meijer, Korthagen, & Simons 2012).

Relating to Tutor

The most prominent argument illustrated by the cases is the process of relationship building inherent in feedback practice, which ultimately suggests interdiscursivity as a powerful learning process (Lewis & Ketter 2013). At first, Roebuck did not feel like she "connected" with her tutor—this despite their similarities in race, class, and privilege. While Roebuck's tutor often challenged Roebuck to think about these identity markers, the tutor did not offer personal stories until later in the class. When this occurred, Roebuck repositioned herself and even began using language from her tutor's feedback in her reflective essays: "Being a teacher means knowing how to deliver content in culturally responsive ways." Thus, the alignments in positionality worked in combination with the feedback, making Roebuck not only accept the feedback after initial resistance, but also take on a teacher-identity similar to her tutors.

Roberta's tutor immediately communicated through feedback their similar upbringings in privileged, white communities. This is evident during moments when Roberta's tutor empathized with her, expressing how their similar backgrounds emphasize similar motives: "Growing up, I also became fixated on the praise that accompanies completion of something. I had to 'get things done'. But writing requires us to dig deeper." Roberta's initial self-criticism (e.g., "Comments from my peers opened my eyes to the fact I could do better") eventually transformed into formative self-assessment (e.g., "I tend to leave out a lot of details [in] the first [draft]. For me, revision is a chance to go back and fill in those details"). In this instance, Roberta grew into the teacher identity established by her tutor, that teaching is a process without immediate gratification.

Limitations and Future Research Directions
As mentioned throughout the study, these effects are specifically situated not just within the context of teacher education but also within the context of each class. This is arguably the most apparent theoretical limitation. If we remember Gee's (2014) statement, that "particular language forms take on specific or situated meanings in specific different contexts of use" (p. 65), then we must also remember that the results discussed above cannot be easily generalized. Therefore, it is important for practitioners and future researchers to carefully resituate these findings in new contexts to continue developing our understanding of the discursive interactions that occur during feedback processes. For instance, although the current results suggest empathic feedback can encourage interdiscursivity, thus positively impacting student identity, such a suggestion depends almost entirely on the relationship formed between the student and tutor. Empathy, in general, is not something that can be strategized or implemented as an intervention; rather, it is a construct that emerges based on humanistic qualities like trust, familiarity, and feelings of compassion (Carson & Johnston 2001). The positive effects illustrated in the study, however, might not come as a direct result of feedback, for empathy was a point of emphasis in the class itself. In fact, the syllabus for the class included a section emphasizing the importance of fostering empathy, so this was established as a structural focal point. In other words, practitioners might not benefit from attempting to implement the strategies listed in this study without being mindful of the relationships they are forming with students. In terms of research, theories of discourse could be developed by future studies that continue examining the effects of particular student-tutor interactions.

Conclusion
It is important to understand how students learn to construct identities in response to feedback. As researchers who identify with poststructural epistemologies, the authors remain aware that the ways identity may be constructed are bound to the discourses that produce and recognize certain identities (Pickford 2014). When analyzing how identity is constructed by individual students in response to feedback, what is likely to be revealed is the broader concept of identity recognized by the student's program.

In short, the student as individual can only be understood through the larger institutional structures in which the student is a subject. What practitioners can gain from this study is an understanding of *how* feedback practices have deep impacts on identity. Generally, students tend to "borrow" the language of tutors to author their selves in the world (Bakhtin 1981). This borrowing of language, termed throughout the study as interdiscursivity, occurs regardless of practitioners' intentions (Ivanič 1998; Lewis & Ketter 2004). Thus, any results from this or future studies will require a deep sensitivity to context. To interpret these results, readers should think about the ways feedback strategies might open up reflection and encourage students to see themselves beyond the subordinate label of "student." Stated simply, more important than a set of prescribed feedback strategies is a deep awareness of how language is being used to build particular types of relationships.

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