Identity Construction of Graduate Students— A Diary Study of Language Majors

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Abstract

The concept of "identity" has been explored in higher education literature over the past two decades, and studies have found that identities are constantly changing and developing. When students enter a new environment, they are faced with new demands. They must adjust their identity to fit the new identity requirements and simultaneously begin a series of identity transitions. While some existing international studies have used different research methods to explore the identity transition of undergraduate and graduate students from different perspectives, few studies have been conducted in China on the identity transition of first-year graduate students. To explore the identity adjustment process of Chinese first-year graduate students majoring in English, as well as influencing factors in this process, this paper uses case study from a qualitative research approach to address the above research questions. The study found that through interaction with teachers, students, and family members, students were able to better understand the demands of graduate studies and get support when they encountered problems in studies and lives, and four students attributed "academic identity" to graduate identity. At the same time, the graduate courses and related assignments helped the students to adjust to their learning process and academic identity, allowing them to acquire the necessary professional academic knowledge and develop their research skills, which were essential for building their academic/researcher identities. The study proposed that the different factors mentioned above differed in their influence on students' identity adjustment due to different individual backgrounds.

Keywords— academic identity, first-year postgraduate student, identity adjustment, identity formation.

I. INTRODUCTION

Recently both academe and graduate education institutions generally understand graduate students as definite terms, such as "graduate degree", "graduate supervisor", "graduate education" etc., and seldom refer to "graduate" as a subject to study and explore. This situation has led to a general ambiguity in the perception of the identity of graduate students. The blurred and unclear identity of graduate students not only brings confusion to the education and management of graduate students but also tends to make the graduate students themselves feel at a loss because they are not clear about what they are going to do

(Luo, 2013). It is necessary to clarify the identity of graduate students and change the current deviation of their identity.

Identity is a complicated concept that is understood and used in a lot of different ways. It is defined as early as 1982 as the various meanings attached to oneself by oneself and others (Gecas, 1982). Besides, the concept of "identity" has been invoked in the higher education literature for the past two decades, including students' identity adjustment and formation, learner identity and professional identity (Austin, 2002; Lovitts, 2005; Mcalpine & Amundsen, 2009). While, the postgraduate students' identities are more

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complicated than graduate students' identities. Postgraduate students have lots of identities, like students, professionals, academics, researchers, employee or faculty member (Austin,2002; Hinchliffe & Jolly, 2011). In some postgraduate students' identities research, researchers claim that identity is a central aspect of early-career researchers' development, and the extent to which they can develop a robust identity as researchers are critical to their professional success (Sala-Bubaré et al., 2020). Thus, purpose of this study is to examine the process of identities of first-year Chinese graduate students majoring in English, to find out the process and the factors that contribute to their identity adjustment.

II. LITERATURE REVIEW

Identity adjustment is dynamic and evolves over time. It seems that the first year is the most critical for student adjustment because it maybe generate lots of possible adjustment difficulties, like academic, personal-emotion, social, and institution requirements that differ from their previous roles and responsibilities (Clinciu, 2013; Ayele, 2008). Similarly, other findings identify first-year postgraduate students typically experience "entry and adjustment" challenges, including gaining formal knowledge about the structure of a discipline, learning about and experiencing the role of graduate student and independent researcher, forming relationships with peers and faculty, participating in department culture and professional networks, and learning about the responsibilities, etc. (Noonan, 2015). When students first enter a new stage of learning, there may be changes that occur in their minds. If they fail to adjust accordingly, they are likely to develop stress, anxiety, depression, mental illness, indicating negative adaptation.

2.1. Student Identities Adjustment

Some studies of freshmen identity adjustments frequently use one instrument, Baker and Siryk's (1989) Student Adaptation to College Questionnaire (SACQ), for adjustment measurement (Ayele, 2018; Manee et al., 2015). There are usually four aspects of adjustment to university in SACQ: academic adjustment (how well the freshman manages the educational demands of the university experience), social adjustment (how well the student copes with interpersonal experiences at university), personal-

emotion adjustment(whether the young student experiences psychological or somatic symptoms of distress), institution adjustment(the student's commitment toward the university as an institution). Ayele (2018) conducted Pearson product-correlation to explore the relationship between the students' adjustment scores and their finial GPA acquired at the end of the first semester and found that both students' academic adjustment and personal-emotional adjustment had statistically significant and positive relationship with the students' academic achievement. Manee et al. (2015) designed to compare the effectiveness of self-awareness, life skills training, stress management, and effective communication, on the social and academic adjustment of first-year university students. The three in total resulted in increased social and academic adjustment. Meanwhile, other scholars have studied the relationship between adjustment and other variables. Goudih et al. (2018) found a positive correlation between these two variables, student engagement and adjustment to college. Clinciu (2012) investigated the relationship between adjustment and stress in the first-year students at humanistic faculties, and the impact of some important demographic variables, like age, gender, or students' rural/urban origin, and he found a significant correlation between adjustment and stress.

Postgraduate students' identities are more complicated than undergraduate students' identities. Doctoral students experience some identities adjustments as they study, first becoming doctoral students, then doctoral candidates, and then emerging scholars, and finally maybe moving toward becoming employees or faculty members (Austin, 2002; Hinchliffe & Jolly, 2011). There are many studies on the identities of doctoral students, like doctoral student identity, learner identity, scholar identity, academic identity, researcher identity, professional identity, and so on. Lovitts (2005) explored what factors facilitate and impede doctoral students' transition to independent researcher. Mcalpine and Amundsen (2009) wanted to know how doctoral students develop their identities as academics. Jazvac-Martek (2009) highlighted doctoral students taking on a large variety of both the doctoral student and academic role identities during their doctoral studies and oscillating between these roles frequently over time, and academic role identities have mediating effects in the transition from student to academic identity. Baker and Pifer (2011)

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explored the role of students' relationships in their identities transition from doctoral students to independent scholars. Noonan (2015) concerned how learning experiences in coursework contribute to the development of researcher's identity. Besides, once students graduate from university, their identities are no longer under their control. Emerging into the public domain, their identities as graduates are affected by social and economic factors. And the chief agent in shaping this identity—by economic power—is the employer (Smith et al., 2014). What is more, there are some research study students' identities, who major in engineer and medical. Choe and Borrego (2019) focused on the engineering identity of engineering graduate students, specifically measuring and predicting engineering identity and understanding relationships between engineering identity and students' persistence in study. Tagawa (2019) mentioned that professional identity formation is a process of psychological development and socialization in the community of practice, and he aimed to develop an instrument to evaluate professional identity formation (PIF) that can be applied to a large group of medical trainees.

From the above studies, we can find studies on undergraduates' identities adjustment focus more on four aspects of adjustment to university, on the relationships among these four aspects of adjustment, and other variables. While studies on postgraduate students' identities focus more on doctor students' different identities adjustment, on what factors influence different identity adjustments.

2.2 Factors Affecting Students' Identities Adjustment

2.2.1. Different Relationships

Relationships change over the course of graduate education, beginning with peers, senior students, teachers, mentors, and then maybe forming and developing a close relationship with them. And relationships also extend beyond the academic community also include family members, friends, and role models (Sweitzer, 2008). These relationships may promote a sense of belonging and eventually membership in an academic community.

Sweitzer (2008) examined which network members provide what types of support, how they provide that support, and to what extent that support influences the development of professional identity as future faculty members during the first semester of doctoral study. The study found that the students' relationships served as

sources of support and offered insights into program and institutional expectations. Baker and Pifer (2011) explored the role of relationships in the identity development process, from a dependent student to an independent researcher. They emphasized positive relationships and interactions as key resources that help make the transition to an independent scholar smoothly. Hasrati (2005) explored the process of graduate students embracing an emergent identity as a researcher in the field of counseling, and how this is facilitated through mentoring relationships. Similarly, Leshem (2020) found that supervision is crucial to doctoral students' development of a professional scholarly identity.

Significant relationships include not just long-term regular interactions, such as participation in research projects, but also incidental and infrequent interactions, such as informal conversations with peers. Key relationships within academic programs are not limited to persons with formal authority such as supervisors and advisors, but also peers, senior students, and other scholars (Baker & Pifer, 2011). These relationships give students some support and let them cultivate good qualities or abilities which are needed in the graduate study program.

2.2.2. Essential events

Graduate students attend multiple diverse activities that may help them engage in academic practice and feel a growing sense of engagement and identity (Hasrati, 2005). When students engage in scholarly activities and experience moments when they feel and perform like scholars, their identity reaches higher levels, and then returns or oscillates to a student or novice role (Noonan, 2015).

Lovitts (2005) investigated the factors that facilitate and hinder doctoral students' identities transition to independent researchers and found five factors, that is, intelligence, knowledge, thinking styles, personality, and motivation. Mcalpine and Amundsen (2009) explored how doctoral students develop their identities as academics, and they documented and analyzed the experiences of doctoral students to understand how they learned from and how they responded to the range of activities they engage in. Foot et al. (2014) explored how students' daily experiences and practices influence their identity as doctoral students and emerging scholars. Noonan (2015) concerned how learning experiences in coursework contribute to the development of

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a scholarly or researcher identity. McAlpine et al. (2009) explored variation in the events or activities that education doctoral students describe as contributing to their feeling of being an academic or belonging to an academic community as well as difficulties they experience.

From the previous studies, we can find identity adjustment is an adaptive, developmental process and involves social interactions and different experiences. Through communication with others and participation in an academic community, students can learn the concepts and principles associated with a field. And learning and identity development in the doctoral study are iterative. Learning, both in and out of the classroom, expands students' knowledge base (content knowledge, specialized vocabulary, methodological skills). This expanded knowledge base allows students to participate at a higher level in the practices of the community (Baker & Lattuca, 2009). Identity will change through the experience of engagement with others across a variety of experiences. Then the new identities will shape their worldview and experience. However, there is a paucity of research on first-year graduate students majoring in English identity adjustment, especially in China. And based on previous research, the author would like to study how the identity of first-year graduate students in English at a Chinese university is adjusted.

III.   RESEARCH DESIGN

3.1 Research Questions and Methods

This study intends to address the following questions: 1) how first-year Chinese postgraduate students majoring in language identities are changed? 2) what factors influence their identities adjustment? A qualitative research methodology is used, which can be used to obtain the intricate details about events such as feelings and emotions that are difficult to extract or learn about through more conventional methods (Strauss & Corbin, 1998). The research aim is to find the process of their identities adjustment and the factors contributing to their identities' adjustment. To this end, case study is a suitable theory to apply to this research. Case study is an important source of research data, which provide a unique example of real people in real situations and vivid chronological narrative of events and facilitate the blending description with

analysis of events. The method used for this present study is the multiple-case described by Yin (2009). Multiple-case study involves the study of more than one case to investigate a phenomenon, population, or general condition. This approach assumes that investigating several cases leads to better comprehension and better theorizing for allowing readers to see processes and outcomes across all cases and enabling a deeper understanding through more powerful descriptions and explanations. Besides, diaries are also valuable data. It's commonly accepted that diaries are the collection of notes, observations, thoughts, and other relevant materials built up over some time and maybe a result of a period of study, learning or working experience (unnamed author, University of Worcester, revised 2016). Essentially, writing diaries helps writers to be reflective about their learning, which might have the advantage of tapping an inner, richer and deeper understanding of the process of identities adjustment. Identities adjustments are complicated and multi-layered processes. Self-reflection provides much-needed space, time, and even community to think through our learning processes, identities, and whom we are becoming (Foot et al., 2014). As for participants sampling, a purposive sampling technique is used which enables representativeness and comparisons (Teddulie & Yu, 2007).

The context for this study is one of the biggest comprehensive universities in Central China. With the help of the thesis supervisor, four typical participants are found and all of them are female. To ensure confidentiality and anonymity, participants will be given pseudonyms (shown in Table 1). Student A, B, C have different backgrounds but they all are at the same stages of graduate study. They are all first-year Applied Linguistics graduate students of the same class. Student D is a senior and postgraduate-to-be student who is not officially in a graduate program yet but attends weekly meetings organized by her mentor. Student A is 37 years old and has a one-year-old child. Her undergraduate degree in Business Administration, and she has been working as an English secondary school teacher for many years. This particular background may give her multiple identities, such as "mother" or "teacher". Student B, 23 years old, fails in the postgraduate exam and chooses to return to her alma mater, and her undergraduate and graduate studies are about English. The difference between

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Student B and Student C is that Student C's undergraduate study is outside of Hubei Province. Student D, as a postgraduate-to-be, has chosen a graduate mentor and attended weekly mentor meetings with other senior students. All of them are informed clearly what this study is about and how the study is going to be conducted, and they agree to write weekly journeys. There is no limit to the content and word count of the weekly journal, and they send it to the researcher after finishing writing. Data are collected via four participants' weekly diaries from November 1st to December 31st, 2020 and March 1st to May 2nd, 2021. Each of them wrote a total of 18 weekly journals, A1-A18, B1-B18, C1-C18 and D1-D18. As for following coding, W for week, such as W1 for the first week journey, BW1 for Student B's first weekly journey, AW13 for Student A's thirteenth weekly journey.

Table.1 Participant demographics

Name	Age	Background
Student A	37	She majors in Business Administration as an undergraduate and after graduation, and she works as a primary English teacher for some years
Student B	23	She majors in Business English as an undergraduate, and her graduate studies are at the same university
Student C	22	She majors in Business English as an undergraduate, and her graduate studies are at different universities
Student D	22	She is a senior, majoring in English, meanwhile she is a postgraduate-to-be as well

3.2 Data Analysis

Research analysis follows Braun and Clarke's (2006) thematic analysis procedure (shown in Table 2). First the author read each student's diaries to familiarize herself with content. Meanwhile she writes down her feelings after reading each student's diaries. To answer research questions, she moves to narrow her attention, determining to focus on what words students use to describe their identities and mood, and what events and people students mention, and the impact of these events and people on them. And then after carefully and recursively reading some of their diaries, some themes emerge.

To secure respondent validation, the author presents her findings to the participants, asking them if they concur with her findings, that is if they see their perspectives represented in her reported findings. All participants confirm that the summary of findings adequately and accurately.

Table.2 Braun and Clarke (2006)'s thematic analysis procedure

Phase	Description of the process
1 Familiarizing myself with data	Transcribing data, reading and re-reading the data, noting down initial ideas.
2 Generating initial codes	Coding interesting features of the data in a systematic way across the entire data set, collating data relevant to each code.
3 Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4 Reviewing themes	Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic 'map' of the analysis.
5 Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6 Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis

3.3 Findings

Through their weekly diaries, these cases presented the author with the opportunity to learn more about the process of how their identities are defined and developed. And The following names are in pseudonyms.

3.3.1 Identities adjustment of first-year graduate students

Students have different understanding of graduate studies and lives. Maybe because of Student A's rich backgrounds, she had a multi-faceted understanding of graduate studies. She connected graduate studies with her own experience and had her own thinking. And her understanding of graduate studies was more specific and academic gradually, which was shown in Table 3.

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Table 3   Student A's understanding of graduate studies

研究生的学习就是老师放手让学生自己走，必要时引导一下，以免学生的方向跑偏走进死胡同 (while the graduate student's learning is that the teacher let the students walk by themselves, and guide them when necessary so that the students' direction will not deviate into a dead end)	W1
我现在觉得研究生的学习主要就是写论文三个字，而写论文就是要多看文献 (I now think that the main study of graduate students is to write a thesis which needs to read more literature)	W6
越来越觉得，研究生的学习真的不是自己想象的得那么简单。想要认真做研究，必须得投入大量时间和精力 (I increasingly feel that graduate studies was not as easy as I thought it would be. If you want to do research seriously, you have to invest a lot of time and energy)	W7
几个月的研究生学习，也经常会让我这样思考高等教育和初级教育的异同点，也会反思自己的教学经历 (A few months of graduate study often lead me to think about the similarities and differences between higher education and primary education, and to reflect on my own teaching experience)	W9

Student B first mentioned her understanding of graduate studies by comparing with undergraduate studies, and then recorded her participation in some academic activities. And in the second semester, she totally understood the difference between undergraduate and postgraduate lives and what she needed to do as a graduate student, which was shown in Table 4.

Table 4 Student B's understanding of graduate studies

本科生活和研究生生活还是有所差异，本科时间比较充裕，可以参加各类社团活动...而读研，更多要多读书，做研究，多思考，思考自己的研究方向，思考如何将自己的研究去具体实施，思考如何将研究写成论文然后发表 (I think there is a difference between undergraduate life and graduate lives because undergraduates have more time and can participate in various activities... But as graduates, you have to do more reading, more research and thinking about your research	W1

direction, thinking about how to implement your research, and how to write a thesis and then publish it)

在做小论文研究过程中，我发现学者是孤独的，研究是严谨的 (In the process of writing research process of my paper, I found that scholars are lonely and research is rigorous)	W4
准备参加"互联网+教育"活动，整理自己的文章，感觉太垃圾了 (Preparing for the "Internet + Education" competition, I find my article is too low...)	W5
在采访学生时，发现有两个特别明显的现象 ... (When interviewing students, two phenomena were particularly evident...).	W6
突然明白了每天看文献，上课是作为研究生应该做到，哪些社团活动更适合本科生 (Suddenly, I realized that reading literature and attending classes everyday are what I should do as a graduate student, those club activities are more suitable for undergraduates)	W16

Although Students C did not directly explain what graduate studies were like, she mentioned her feelings about graduate studies by comparing with other previous study experiences. Besides, she can adapt to graduate studies more quickly and smoothly and attribute "academic" to graduate lives, which was shown in Table 5.

Table 5 Student C's understanding of graduate studies

研究生生活和想象中的真的不一样，本来以为比考研轻松很多，但除了没有考研压力那么大，每天还是一样按部就班的学习写作业...还有自学能力真的很重要 (The life of graduate studies was different from what I imagined, I thought it would be much easier than studying for the postgraduate students' entrance exams, but besides not having the much pressure of studying for the entrance exams, every day of graduate studies is still studying and writing homework... And self-learning ability was really important)	W8
比起上学期，感觉这学期从这周一开始很快就进入学习状态了..现在感觉看文献已经快很多了！果然这都是一个得经历的过程！ (So far, compared to last semester, I felt that this semester I had started to get into the study state	W10

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more quickly ... Now I feel that reading literature is much faster! It's a process you have to go through)		
这学期第二个星期我已经完全习惯了学术人没有周末的生活了 (The second week of this semester I've gotten completely used to the life that there are no weekends for academics)	W11	
这学期好像也没感受上学期那种 peer pressure 了...很多朋友同学老问我:读研累不累。我每次都是可太累了，但的确也很充实 (This semester I felt less peer pressure compared with last semester... many friends and classmates always ask me: are you tired of studying in graduate school? I do feel tired every time, but it is also very fulfilling)	W12	

While, after studying for a while, Student D only mentioned postgraduates had to find and read literature. "和同届保研的同学来看，我感觉自己已经逐渐适应研究生生活了生活了,大部分时间在找文献看文献(W4)" (Comparing with other postgraduates-to-be,I feel that I gradually adapted to the lives of graduates, who spend most time finding and reading literature).

As for identities, different students have different self-proclaimed identities which are changing over time (shown in Table 6). Student A has more complicated identities and finally feels "学术激动" (academic excitement). Student C mentions her feelings about the graduate studies by comparing with previous study experience and later mentions that "已经完全习惯了学术人没有周末的生活了(W11)" (I'm completely used to the life of an academic without weekends). Student B first defines herself as "作为一名学术小白"(as an academic novice) but later mentions "研究生不仅仅是身份转变，更是思维转变，心态转变，主要目的是做研究（W16）"(Graduates have to experience changes in identity, thinking and mindset, and their main purpose is to do research). In contrast, Student D's graduate identity awareness is very weak, and she has a general idea of graduates' identity. Overall, Student B, C and D realize graduate studies and identities by comparison.

Table 6 Different students' self-proclaimed identity

	Self-proclaimed identity
Student A	我这个久违学生身份的人;教师和学生这两种身份 (I have been out of student status for a long time; teacher and student these two identities) -W1
	一个大龄且有家有幼子的研究生 (An older graduate student with a young child) -W3
	挺有成就感,我这个学困生终于也不是什么都落后于人了 (I feel a sense of accomplishment, I'm not lagging behind in everything finally) -W4
Student B	作为一名学术小白，如何在三年时间有所收获？我想.. (As an academic novice, how can I make a difference in three years? I would like to...) -W8
	研究生不仅仅是身份转变，更是思维转变，心态转变，主要目的是做研究 (Graduates have to experience identity, thinking and mindset change, and they main purpose purpose is to do research) -W16
Student C	好像已经习惯了没有周末的学术生活 (I seem to have gotten used to the academic life without weekends) -W6
	已经完全习惯了学术人没有周末的生活了 (I'm completely used to the life of an academic without weekends) -W11
Student D	现在对研究生的理解：相比本科生更多在上课，考试。研究生得做研究，并将研究过程以及发现以文字的形式写出来 (Now my understanding of graduate students is that compared with undergraduates more in class, exam, graduate students have to do research and write out the research process and findings) -W1

Although the progress of identity transformation varied from student to student, some students realized that their identities had changed. Overall, students often mention "academic", "research" to describe graduate studies and identities, and indicate that graduate students have to read many literature and do academic research. This can show that they realize that the lives of undergraduate students is very different from that of graduate students, and that they gradually change from being students who only receive knowledge passively to graduate students who think about

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their studies independently, and mention that doing research is the main purpose of being graduates, that they have got used to academic life, and feel the excitement of academics. This means that they gradually adapt to academic identity.

3.3.2 Factors affecting identities adjustments

With research question one solved, the author narrows her attention to research question two, paying more attention to why students have different understanding of graduate studies, what factors affect their academic identity adjustment, what things do they mention in their weekly journeys, why they mention them, and how these things influence the construction of academic identity. The first phase entailed the analysis of each student's learning journey as a separate case to find out factors of their identities transition. In the second phase, a cross-case analysis is conducted and different factors affecting first-year graduate students' identity transition are identified and put together.

Senior students' help

Some students mentioned with help from senior students, they can learn more requirements of graduate studies and lives. BW1: "这周与学姐沟通，知道发表一篇文章，过专八或国才中级或过 Catti,就能毕业了，原来自己之前考的国才高级没有白费" (This week, I talked with senior students and found out only after publishing a paper, getting the advanced level of English Test for International Communication or getting Catti certificate can you graduate, so my previous exams for the Higher level of English Test for International Communication were not in vain.). CW3: "学姐今天又给我分享了之前她看过的书，其实是能节省很多自己的时间的" (Today a senior student shared me with what she has read, which actually can save me a lot of time). CW7: "而且觉得我们组学姐也很好！问啥都会告诉我,像中特考试啊，统计语言学考试啊就会有底的多，学姐还会把笔记给我看" (I think our group's senior students are easy-going, they can answer me any question and offer me some suggestion and notes about some exams). DW12: "关于写文献综述，感谢有胡和彭学姐的帮助" (As for writing a literature review, thanks to the help of senior students Hu and Peng.).

Senior students know more about graduates' requirements than first-year students. They can offer you some useful information on graduate lives or provide you some help in graduate studies.

Mentor's help

With academic help from mentors, students can solve some graduate studies and lives' problems. The more students learn about the requirements of graduate studies, the better they can adjust to graduate identity and have less negative emotion.

> AW1: "我一直心里很忐忑很自卑，觉得自己和同学差距太大。可是没想到导师每次都特别认真的和我交流。 虽然本身是一个从教多年的初中教师，但这次转化身份重新成为一名学生，我的导师让我对教师和学生这两种身份都有了更深刻的思考" (I was always very apprehensive and inferior, feeling that the gap between me and my classmates was too big. However, I never expected that my mentor would talk to me especially seriously every time. Although I am a junior high school teacher who has been teaching for many years, this time I transformed my identity to become a student again, and my mentor made me think more deeply about both my identity as a teacher and a student).

AW6: "导师给我们文献综述都做了很有针对性的指导，虽然自己还需要做很大的改动，但是心态已经完全没有最初要写时不知要从哪里入手的压力山大了" (Although I still need to make a lot of modifications in my literature review, with the mentor's advice I don't feel the pressure of not knowing where to start when I first had to write). Similarly, other students mention mentor's help as well. BW9: "感觉我们导师挺好的...如果不幸，就像我另一位朋友所言，导师还让他们帮忙搬家，打扫卫生等不在学术范围内的事情..." (I'm pretty lucky by comparison... I feel my mentor is pretty good... If unfortunately, as another friend of mine said, the mentor asked them to help with moving things, cleaning, and other things that are not within the academic scope). CW6: "思考研究生三年应如何度过，这个问题的却在刚开学的时候很迷茫的时候想过，现在听老师说就更安心了" (I thought about how I should spend my three years of graduate study, and I thought about it when I was confused at the beginning of the postgraduate study, but now I feel more assured when I hear it from my teacher.). CW8: "另外，每周组会老师也会帮我们解决问题，有老师领着

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走，点拨点拨就好很多，没有那么迷茫了，也知道自己踏踏实实该干什么了" (The mentor will also help us solve problems at the weekly group meetings. It is much better to have a mentor to lead the way and give us some advice, so I am not so confused and know what I should do). DW2: "在本周例会中，其中老师谈到的给我留下深刻印象的是，有关讲到文章写作顺序是..." (In this week's meeting, one of the things that impressed me was that the teacher talked about the order of writing essays...). DW4: "周五早上和导师交流，导师手把手教我如何分析 coding 一篇日志，感受收获颇多..." (On Friday morning, the mentor taught me how to do coding in person, step by step. And I feel a lot of gains).

Students have more communication with mentors, while Student B mentions less about mentor's practical help. Through communicating with mentor, students can directly get useful and professional help in their daily studies.

Double-edged effects of peer students and families

Besides, peer students cause double-edged effects on students. Sometimes they can exchange learning experiences to promote mutual studying. As some students mention, AW3: "大家就一起交流了那些笔记软件的优缺点。对于我还只会手工用 WORD 做笔记的小白来说，算是又增加了一个新技能吧" (We exchanged the advantages and disadvantages of those note-taking software together. For me, a novice who can only take notes manually with WORD, it's a new skill to add). While Sometimes peer students can bring negative or mixed feelings to students which may hinder students from studying. As some students mentioned,

> AW1: "班上的同学也给我做了很好的榜样：专业知识上的扎实，做报告时的游刃有余，对待作业的认真态度 ；如果我和她们一样专业知识过硬，我想我也就不会有那些恐惧焦虑的情绪了" (The students in my class also gave me a good example: the solid professional knowledge, the ease of doing presentations, the serious attitude towards homework; if I had the same professional knowledge as them, I think I wouldn't have those fears and anxieties).

BW1: "本科同学对待学习很轻松，而研究生同学学习

态度都挺认真，而且王军老师从暑假开始一直在对张红和刘米进行专八辅导，这无形对我产生了压力" (The undergraduate students were not serious about their studies, while the graduate students were quite serious about their studies, and Mr. Wang has been helping Lily and Amy in preparing for TEM8 since the summer vacation, which put invisible pressure on me). BW2: "感觉本科的室友更好一点，现在的室友有时候冷言冷语让我心情不太舒畅" (I feel that my undergraduate roommate is a little better, but my current roommate sometimes makes me feel uncomfortable). CW2: "不了然还好，一了然我回寝室就不停说我压力好大，其实就是因为导师给我们布置月底交的文献综述小王这周就写完了，然而自己还停留在看文献那一步" (Once knowing each person's schedule, I went back to my dorm room and kept saying that I was under a lot of pressure, in fact, it was because the mentor gave us the assignment of the literature review at the end of the month. Wang already finished it, however, I was still stuck in reading literature). CW15: "有的时候室友洗澡的时候会放真题听力，或者擦脸的时候会外放词汇表，搞得我真的好紧张" (Sometimes my roommate would play English listening when she taking a shower, or listen to vocabulary list when she was wiping her face, which made me nervous).

Likewise, family members can bring both positive and negative effects on students. As some students mention, CW2: "我跟我妈说，我压力好大，周围同学每个学习都很认真。。"，我妈听完说这就好比大浪淘沙。。。(I said to my mom, " I'm under a lot of pressure, and every student around me is very serious about their studies." My mother gave me some comfort). AW8: "周一早上出门前，我妈埋怨了我几句，说。。我却哭了。。所以，我对我妈和孩子充满着愧疚。当我妈实在受不了了埋怨我时，我的情绪就爆发了" (Before I left the house at Monday morning, my mom deliveries some complaints, and suddenly I burst into tears. I was filled with guilt for my mom and my kids. When my mom couldn't bear it anymore and complained about me, my emotions exploded). AW14: "而这一切，当然也离不开家人的支持。之前我在家里，是...而现在我明白了，做妈妈的要学会放手以及适当寻求家人帮助，还一个平和的自己，才能还来愉悦的家庭" (And all this, of course, cannot be done without the support of my family. I used to...But now I understand that a mother has to learn to let things go and seek help from my

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family as appropriate, which finally I can be placid and get a happy family).

Communication with family members on the one hand can get comfort, on the other hand, family conflicts can bring negative emotions. Similarly, communication with classmates, on the one hand, students can exchange learning experience with each other to promote mutual learning, on the other hand, you will feel peer pressure, just like communication with excellent classmates, on the one hand, they can set an excellent example for you, on the other hand, they will also bring you pressure.

Teachers' influence

What's more, some teachers also influence students' understandings of graduate studies and identities, especially Student A. "张丽老师这周说过一句话，我十分赞同。她说，研究生学习... (W5)" (Ms. Zhang said something this week that I strongly agree with. She said that in graduate studies...). "刘军老师说，对于研究生也好教授也好，只要是做研究的人，文献就是生命 (W6)" (Mr. Liu said that for graduate students or professors, as long as they are doing research, literature is extremely important). "这三个老师教学风格各有千秋，但都能引发学生思考...让同样作为老师的我，常常能从中受益，反思自己的教学问题... (W11)"(These three teachers have different teaching styles, but all of them can provoke students to think. It makes me, also as a teacher, often benefit from them and reflect on my teaching).

Teachers can impart professional knowledge and cultivate the essential qualities of that graduates need to be equipped. Dialogue and communication with people seem to provide a sense of reassurance: through communication, students can learn more about new things and get necessary help.

Graduate courses and coursework

Student A initially felt that the coursework was very difficult to complete, but with the teacher's guidance in class and her persistent study after class, she gradually felt a sense of accomplishment and confidence in the learning process. "这一周是特别忙碌特别疲惫的一周.有三位老师都布置了比较繁重的作业...对于我这个久违学生身份的人来说，每一项都让我觉得头大(W1)" (I felt particularly busy and exhausting this week. All three teachers assigned heavy homework. For me, a person who has not been a student for a long time, each of them made my headache). "

在做报告之前信心满满，实际自己讲的时候没有讲清楚，让我这个'老师'感到很羞愧和挫败感 (W2)" (I was confident before doing presentation, but I didn't speak clearly when doing presentation, which made me,as a 'teacher' , feel ashamed and frustrated). "文献课上，老师一一展示我们的论文笔记，并询问我们的选题理由，不仅可以反思自己的不足，同学之间还可以相互学习 (W3)" (In the literature class, the teacher showed our thesis notes one by one and asked us about the reasons of our chosen topic so that we can learn from each other). "发现随着自己不断检索论文阅读论文，在开学初那些为令人头疼的问题就迎刃而解了。两个月后的今天，我已经能熟练使用...挺有成就感的 (W7)" (I found that as I searched for papers and read them over and over again, the problems I had at the beginning of the graduate study were naturally solved. Today, two months later, I am now proficient in using these download channels...which is quite an accomplishment).

> "我发现正是因为前一天晚上刚刚从文秋芳老师的书上学习过，所以基本上都能听懂，我特别开心...于是，就这样一步一步，无形中我便完成了课程作业...这周的学习经历，给了我一些学习的自信... (W13)" (I was particularly happy to find that I could understand something because I had just studied from Ms. Wen Qiufang's book the night before... And so, step by step, I completed the coursework... This week's learning experience has given me some confidence in learning...)

"还参加了研二同学的开题答辩报告会。这是一次非常特别的经历，从中学习到的东西是在课堂、学术会议或者讲座上都学习不到的 (W16)" (I also attended the dissertation opening presentation of some second-year graduate students. It was a very special experience, and I learned things from it that I could not learn in class, academic conferences, or lectures).

In addition, there was a significant change in her second semester, she started to develop and adjust to plans. "通过这次调整学习计划的事情，我发现计划赶不上变化，但是不能因为变化打乱计划而受情绪影响，应该尽快调整情绪重新制定合适的计划 (W10)" (Through this adjustment of study plan, I found that the plan can't catch up with the change, but I should not be affected by

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negative emotion, instead I should adjust my emotion as soon as possible to make a suitable plan again), "另外，这周我给自己定了一个大方向的计划，是尽量把研究方向定出来，然后在 4 月底前完成研究设计... (W11)" (Also, this week I set a general plan for myself: First I should set the research direction and then finish the research design by the end of April.), "而现在，我需要做的，则是精细化和效率化的学习，吸收知识才是我这个阶段的重点 (W12)" (But now, I need to do is to refine and improve the efficiency of learning. Besides, absorbing knowledge is my focus at this stage), "这个学期开始，我强迫自己培养提前完成事情的习惯。同时，将每周或每天要做的事情记录在清单软件里，分任务的轻重缓急程度，一项一项去完成打勾 (W14)" (This semester, I forced myself to develop the habit of finishing things ahead of time. At the same time, I will record the things I will do every week or every day in the list software, and prioritize the tasks and check them off one by one).

Student B seldom mentioned her views on graduate courses at the beginning, she initially recorded more of her feelings about the relevant academic activities she participated in, but in the second semester she mentioned her views on some courses clearly stating,

> "这个星期主要在忙各科作业，研究方法导论，语言学和学术学位论文，电子版问题作业和两份ppt。作业让我对量化研究有更深入的认识主要因为通过找资料，看文献，理解，然后输出，老师进行评价和指导这一系列过程吧，而且两份作业的主题大致类似，相互补充 (W13)" (This week, I have been busy with homework in various subjects..., which have given me a deeper understanding of quantitative research, mainly through the process of finding information, reading literature, understanding, then outputting, and evaluation and guidance by the teacher.)

"其次谈谈这一周的学习，理论语言学收获颇丰，张丽老师人也很 nice，目前想下周一...汉外对比和文献课上没有太大所得.. (W1)" (Then I want to talk about this week's study, I gained a lot from theoretical linguistics class, and Ms. Zhang teacher is also very nice. But not much was gained in the Chinese-foreign comparative course and literature classes). "在做小论文研究过程中，我发现学

者是孤独的，研究是严谨(W4)" (In the process of doing my paper research, I found that scholars are lonely and research is rigorous. "准备参加"互联网+教育"活动，整理自己的文章，感觉太垃圾了(W5)" (Preparing for the "Internet + Education" competition, I found my article too low..). "文献综述感觉写了好久，但还是有一种很模糊的概念 (W7)" (I had been writing a literature review for a long time, but I still felt a little confused). "听完开题报告后，有几点感触...所以最重要的是选题，有何意义，有什么贡献，感觉选一个有价值的题才是做研究最难的部分啊 (W16)" (After listening to the second-year graduate students' dissertation opening report, I have a few feelings...the most important thing is to choose a research topic, what is the significance and contribution, I feel that choosing a valuable topic is the most difficult part of doing research.)

Besides a vivid difference between Student B and other cases is that she often makes plans at the beginning, which will keep her working towards her new goal and a new identity. As she mentions "最后，接下来我讲准备我的论文，然后发展自己的兴趣爱好 (W1)" (Finally, the next stage is to prepare for my thesis, and then to develop my hobbies.), "研一这学期我打算 1...2....3... (W2)" (Planning for the first semester of the graduate study...one, two,three...), "现在我必须做 1，2，3... (W3)" (Now I have to do...), "现在我想先发表一篇论文达到毕业要求，然后准备教资、雅思，毕业后想当一名老师 (W4)" (At present, I plan to finish my thesis, to meet the graduation requirements, then I prepare for my teaching certificate exam, and IELTS, and want to become a teacher after graduation.)

As for Student C, in the first semester, she talked more about her opinion of the teachers and paid more attention to what they said and do in class. In the second semester, she talked more about her opinion of the course and compared this semester's course with the previous semester, and related what she learned in class to her own life. "这周作业也不多，可以自由分配时间多看一点书了！每天除了上课，写作业，课余时间可以自行安排看书看文献也挺充实的(W1)" (There is not much homework this week, so I can allocate my time to read books. In addition to attending class and doing homework every day, I can make my own arrangements to read books and literature, which is quite fulfilling). "这周周末补了一天半语言统计学课，

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感觉刘军老师讲的挺好的，对统计有了一个初步认识... (W5)" (This week, we took a one-and-a-half-day language statistics class over the weekend. I feel that Mr. Liu's class was quite good, and I had a preliminary understanding of statistics...). "周一的外语教学理论与方法，相较于上学期的理论语言学而言，更多的是和教学的具体方法联系起来，使得理论更加具有"生机活力"... (W11)" (The theory and methodology of foreign language teaching on Monday was more related to the specific methods of teaching than the theoretical linguistics of last semester, which made the theory more "dynamic"...). "因为每个周天会抽半个小时给我弟讲精读，上了教学理论和方法这个课我感觉会下意识的去想自己使用的更像是哪种教学方 (W13)" (I feel like I subconsciously think about what kind of teaching method I am using when I teaching my brother after taking the class on teaching theory and methods).

"和张莉同学做了一个关于上学期期末做的"课程需求分析报告"的 ppt，，虽然是一个很小很小的研究，最大的感受就是了解了整个研究的基本步骤，研究设计那部分感觉有点不知道要描述哪些内容，以及如何描述(W18)"(Zhang and I made a PPT on the "Course Needs Analysis Report" at the end of last semester. Although it is a very small research, the biggest feeling is that I understand the basic steps of the whole research.)

Student D is not formally enrolled in a graduate program, but she only occasionally attends lectures recommended by her mentor and does some part-time jobs where she experiences another identity. Meanwhile, with the guidance of her mentor, she stars to read literature and learn to write literature reviews, which she finds very difficult. "这周看文献感觉比上周好一点，但还是有点难受,得找各种相关文献，得看英文文献，有时候看了一遍感觉没有记住什么内容 (W2)" (About reading the literature, this week's I feel a little better than last week (, but I still a little difficult to find all kinds of related literature, and read it). "周四下午去听了闫梅老师的分享,听到闫老师用"文盲"来形容老师，我真的感觉很震撼，但确实有道理... (W3)" (On Thursday afternoon, I went to listen to Ms Yan's sharing, I feel very shocked to heard Yan use "illiterate" to describe teacher, but it does make sense...)

"现在做助教老师，而我自己实际在学校的身份是学生，但这份兼职工作接受到的培训是你是一名老师，应该以一名老师的标准要求自己。的确，随着和带班老师的沟通，和班上同学的相处多了，自己在班级里坐着的时候就觉得自己是一名老师，并且会用教师的标准来约束评价自己的行为 (W4)" (Now I am doing a part-time as a teacher assistant, while I am a student in school, but the training I received in this part-time job is that you are a teacher and should hold yourself to the standards of a teacher. Indeed, as I communicate with the teacher in charge of the class and get along with the students in the class, I feel like I am a teacher when I am sitting in the class, and I will use the teacher's standards to discipline and evaluate my behavior)

"这周最高兴的事就是文献综述终于有点想法。在写之前真的很焦虑 (W6)" (The best thing about this week is that I finally have some ideas for the literature review. I was anxious before writing it). "文献综述现在仍是我的一个难题,下周文献综述加油 (W8)" (The literature review is still a problem for me, hopefully, next week I hope I can make some progress). "这周收获比较大的是周五下午导师给我讲我文献综述的问题，暴露了我的一些问题 (W9)" (The more rewarding part of this week was when my mentor gave me a talk on Friday afternoon about my literature review, which exposed some of my problems)

As mentioned above, through graduate class and coursework, students can cultivate some knowledge, skills and qualities which are needed for academic/research identity. Besides, we can find some factors like some people and courses are intersected. And different students have different views about the same class. Student B thought Literature Class useless, while Student A thought highly of Literature Search Class. Different students can have the same feelings towards the same teachers. Both Student A and C have the same positive feelings towards teacher Zhang and Liu.

External environment

Besides disciplinary characteristics, social orientation can make demands on identity, which in turn affect the

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formation of identity. "作为学时最长和学分最多的课程，二外却似乎并不受老师和同学重视，这一点是我在进校之前没有想到的...学生们的心理受这个社会的影响都非常功利性... (AW9)" (As the course of the longest hours and most credits, Second Foreign Language does not seem to be taken seriously by teachers and students, which I did not expect before I entered the school... students' mentality is very utilitarian due to the influence of society...)

"现在的我们太功利了，太浮躁了，院里每个月都要收集学术文章，学科竞赛等获奖情况，然后发表核心期刊的同学在班级里人人传说.在这样的氛围下，心情不由得紧张，觉得好像要赶紧做点什么，其实明白自己没有什么很多积累，还要发文章，只是为了毕业要求，也是不得已而为之 (BW6)" (Now we are too utilitarian and too impetuous. Every month the department collects academic articles, academic competitions, and other awards, and then the students who publish the core journals are legendary in every class. In such an atmosphere, I couldn't help but feel nervous. I felt as if I had to do something quickly. In fact, I knew that I didn't have much accumulation, and I still had to post articles just for the graduation requirement.)

"但我的想法和做法跟老师和其他学姐和小伙伴的风格格格不入,其实我本来不想这么张扬的... (BW8)" (But my ideas and practices are not in line with the style of teachers and other students and partners, in fact, I did not want to be so striking...)

The external environment can raise expectations for graduate identities. And when students' behavior is not in line with the external environment, they will reflect on whether their actions are right or wrong and what they should do. Then their identities maybe change.

IV. RESULTS AND DISCUSSION

Student A has a more complicated background which seems to bring her multiple identities, and she is more sensitive to identity. At first, she describes herself as "an older graduate student with a family and young children", "a study novice who has been away from school for many years". But through her efforts to finish graduate coursework and communicating with teachers and classmates, she gradually adapts to graduate lives and she is more proficient in searching and reading literature, and feels more confident and less anxious in learning and life. And she finally feels "academic excitement" in graduate studies and gradually adjusts to academic identity. While Student B, by comparing undergraduate lives with graduate lives first, finds differences and realizes that graduates have to do more research and write the paper and then publish it. And then she does some academic activities and makes plans, which help her moving towards academic identity. First, she defined herself as "an academic novice", and in the second semester, through doing academic activities, finishing coursework and self-reflecting, she realized the requirements of graduates and attributes academic/researcher identity to graduate identity and gradually adjusts to this new identity. She directly mentions "reading literature and attending classes every day are what I should do as a graduate student, and graduate students are experiencing changes of identity, thinking and mindset".

Student C first feels confused and anxious about graduate lives, but by getting help from senior students, teachers and finishing coursework, she knows more requirements of graduate studies, and gets help in dealing with academic studies problems and feels busier and target-oriented and later she mentions "I'm completely used to the life of an academic without weekends". That is she defines graduate lives as "academic lives", similarly she attributes academic identity to graduate identity as well. While Student D has not completely enrolled in the graduate program, but by attending weekly meetings organized by her mentor and getting mentor and senior students' help, she gradually knows the lives and requirements of graduate students and makes progress in writing a literature review. Besides, her part-time job let her feels another identity. But she mentions "by comparing with other postgraduates-to-be, I feels that I am gradually adjusting to the status of a graduate student...). Overall, all students mention that graduate students have to read literature and write a paper, and they attribute academic/researcher identity to graduate identity.

Then the author develops a concept map (shown in Table 7) that represents factors affecting first-year graduate academic/researcher identity's adjustment. Three primary

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categories are identified:(a)social interaction (with students, teachers, and family members, etc.), (b) different learning experience (gradate courses and coursework, formal academic and unique experience) and (c) external environment(social atmosphere and department requirements). But the four students had different backgrounds, which made them view things from different perspectives and made them sensitive to identity in different degrees. And different factors affect their identities adjustment at a different degree. Student A has the most complex backgrounds and diverse identities, and Student D has the least sense of identity awareness. Students with different background have different preferences towards building different relationships, and they have different perspectives towards the same thing. Student D hardly mentions relevant information. Because she maybe hasn't officially taken graduate courses yet, she has very little access to graduates' network. She only has more contact with her mentor and some senior students of the same mentors. Student B rarely talks about communication with her family members and mentor.She mentions more about her reflection about her personality and some things happening in her lives. Student C is the one who mentions most about communicating with senior students, and Student A is the one who mentions most about getting help from teachers. Overall, Students talk more about how helpful their mentor is than their curricula teachers.

Additionally, the author also finds that most students express negative emotions such as anxiety and nervousness at the beginning of their graduate studies. These negative emotions come from the lack of understanding of new things (Student A, C, D), the fear of whether they are capable of completing them, the pressure of multi-tasking (Student A), or whether they have enough time and energy to complete the task, the social atmosphere, and the pressure of peers (Student B, C).

Besides, students' prior experiences of learning are used to form expectations about and comparisons with the later studies. Students used their previous educational experiences to form expectations about and reflect on their experience of higher education (Maunder & Crafter, 2012). Personally, the transition from one learning environment to other involved students reflecting on their experience of prior contexts, and reconstructing it to adapt to the new

context. By comparing the differences between before and now, students are more likely to notice the differences and make changes accordingly, which is most evident in Student B and Student D.

What is more, these findings, to some degree, are similar to the previous research in some ways. Previous research found different relationships and essential events were two factors affecting identity adjustment. This research also finds through communicating with different people and joining different activities can facilitate or hinder academic/researcher identities transition. And sometimes some people and activities are intersected.

Table.7 Factors affecting first-year graduate academic/ researcher identity's adjustment

Main Categories	Corresponding Categories	Categories Connotation	Concrete Concept
Social interaction	Teachers' influence	Mentor's help	Guide learning; Solve problems that students encounter in daily studies and lives
		Teachers' impartation in class	Deepen understnding of gradaute studies; Provoke thinking;offer positive feedback
	Communication with students	Students' help	Exchange good learning experience
		Negative effect brought by classmates	Feel peer pressure
	Senior students' help	Offer some notes about exams; Offer some help and advice in academic reading and writing	
	Communication with families	Families' help	Relieve anxiety; Help yourself balance family and study time
		Families' conflict	Arguing with family members, creating negative emotions
Different learning experience	Graduate courses and coursework	Difficulty in finishing it	Difficulty in completing coursework
		Gain positive emotion	Deeped understanding of research; Feel a sense of confidence and proudness
	Self-arrangement	Attend academic activities	Watch senior students' thesis defences; Attend academic competition; Do paper research;do interviews; Do academic preseatation
		Others	Do part-time job; Make plans constantly
External environment	Affected by social atmosphere and department requirements		Everyone pays no attention to second foreign language learning; The department collects published academic articles every month

V. CONCLUSION

In summary, we can find that the definition of graduate students' identity depends not only on how they perceive themselves but also on how others perceive them, which is similar to Gecas' (1982) identity definition. Identity will change through the experience of engagement with others across a variety of contexts (Hinchliffe & Jolly, 2011). From the above cases, we can find that students attribute academic identity to graduate identity, and they change from students who receive knowledge passively to graduate students who start to think independently, can do research, and have an academic identity. They faced some difficulties and suffered some negative emotions in the first semester, but they have more positive emotion, adapt to graduate study more smoothly, and gradually adjust to academic identity in the second semester. Becoming a particular type of scholar or researcher and developing a higher level of expertise in a field of academic activity involves a

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transformation of identity (Gardner & Willey, 2015).

Identity is lived, negotiated and constructed through a process of social interaction in the context of our lived experience. Identity transition is an adaptive, developmental process and involves psychological development and socialization of the person into appropriate roles and forms of participation in the community's work (Jarvis-Selinger et al., 2012). An important outcome of interactions within social networks is learning, for learning happens through personal interactions in the practice setting. Besides, learning new knowledge is a social learning process in which people become active in the practices of a social community (Baker & Lattuca, 2010). Students observe the behaviors, attitudes, and norms for social interaction. They interpret their observations in light of their own prior experiences, their goals for the future, and their current sense of who they are and will try on possible professional selves to see how well they fit (Ibarra, 1999).

Each relationship, interaction and experience contribute to students' understanding of discipline requirements and their identity as emerging academics. Each relationship can bring positive or negative effects. On the one hand, it can make students more aware of the requirements of graduate students, help them deal with their academic difficulties and facilitate their identity change. On the other hand, it can bring negative emotions to students, which hinders their academic development. Graduate courses and coursework provide support in the learning process and academic identity adjustment, allowing for individual growth, and cultivating the necessary knowledge and capabilities which are essential to the construction of academic/researcher identity.

But my study has the following limitations: (1) The research sample is small. It is necessary to expand the scope of the study to more fully reflect the problem that existed and explore other possible factors. I suggest expanding the scope of the research which can not be limited to English postgraduates in a certain university. (2) The potential of researcher bias in the data collection and analysis process. To address this limitation, in this study, I confirmed the findings of my study with the participants and revised any discrepancies. In future studies, researchers can be multiple, and different researchers can compare, discussed, and resolved any differences in their analyses and reach consensus.

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