

**Identities in Practice and Discourse:  
Transnational English Language Teachers**

Itsaraphap Moonthiya

A thesis submitted in fulfilment of the requirements for the degree of Doctor of Philosophy



Sydney School of Education and Social Work

Faculty of Arts and Social Sciences

The University of Sydney

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## STATEMENT OF ORIGINALITY

This is to certify that the content of this thesis is my own work. This thesis has not been submitted for any other degree or purpose. I certify that the intellectual content of this thesis is the product of my own work, and that all assistance received in preparing this thesis and all sources have been acknowledged.

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Itsaraphap Moonthiya

3 June 2025

## ABSTRACT

This thesis examines the language teacher identities (LTIs) of transnational non-English-dominant teachers-in-training who are international students in a language teacher education (LTE) program at an Australian university. The thesis applies an integrated perspective of identity-in-practice (experiential) and identity-in-discourse (discursive) as its overarching theoretical framework. The primary focus of the research is on how these teachers-in-training represent their identities as language teachers; the secondary focus is on whether and how the language teacher educators of these teachers integrate a focus on identity into their teaching to support the teachers' LTI development. The context for the research was a Master of Education in TESOL program housed in a large research-intensive university in Australia. Ten transnational teachers-in-training and four language teacher educators from this program participated in the study.

The research methodology is qualitative, and three methods of data collection were used: photo-elicitation, the talk-around-text method and semi-structured interviews. Three stand-alone empirical studies were conducted and these have either been published, accepted for publication with minor revisions, or are under review in peer-reviewed journals. In the first study, photo-elicitation was used to explore the LTIs of transnational teachers-in-training in terms of four facets of identity: claimed, assigned, practised and imagined. In the second study, the talk-around-text method was used to examine how the teachers-in-training used language and discourse to represent their teacher identities in their academic assignments. In the third study, semi-structured interviews with teacher educators were used to investigate whether and how these teacher educators integrated the concept of identity into their teaching. The main focus was on the practices and discourses they perceived to be contributing to the LTIs of the teachers-in-training.

The findings of the first two empirical studies revealed that the transnational teachers-in-training mostly represented their identities in disciplinarily-valued and professionally desirable ways—i.e., idealised LTI representations—such as teachers as facilitators, research-informed practitioners and empowered multilingual teachers. These teachers' LTI representations were likely influenced by common discourses and practices of LTE, such as learner-centredness, evidence-based teaching and multilingualism. Yet, there was also evidence of professional identity tensions in the LTI representations of the teachers-in-training largely due to the perceived contradictions between how these teachers were being prepared to teach by the Australian-based LTE program and how they would be required or expected to teach in their home countries or other contexts that have different expectations around language teaching and learning.

The third empirical study, which focussed on the teacher educators rather than the teachers-in-training, revealed that the educator participants varied in the extent to which they integrated a focus on LTI into their teaching. Moreover, three possible levels of LTI integration were found: explicit, implicit and theoretical. This study also identified three practices emphasised by the educators in their teaching: bridging theory and practice, shifting away from deficit-based discourses, and developing critical reflexivity. Each of these practices aligns with common LTE discourses, namely, evidence-based teaching, multilingualism and reflective teaching. The findings suggest that although these practices were not necessarily explicitly framed as a pedagogisation of identity, they were perceived by the educators as nonetheless contributing to the LTIs of the teachers-in-training. These findings are critically discussed in light of calls that have been made to make LTI a leitmotif in LTE.

The main contribution of this thesis lies in its integrated perspective, in which both the identity-in-practice (experiential) and identity-in-discourse (discursive) aspects of LTI are

given a balanced treatment, thereby responding to the calls in the literature for the development of a multidimensional framework to examine LTI. Based on the findings of the three empirical studies in this research project, the final chapter presents an extension to the theoretical framework of identity-in-practice and identity-in-discourse that can be of theoretical and practical value to future research on LTI.

## AUTHOR ATTRIBUTION STATEMENT

This thesis, which is presented for examination as a thesis with publications<sup>1</sup>, contains four papers—one systematic literature review and three empirical studies—that were produced during my doctoral candidature. The systematic literature review forms the literature review chapter of the thesis while the empirical studies form the findings chapters. These studies are referred to as Papers 1, 2, 3 and 4 in the thesis, and are presented in Chapters 2, 3, 4 and 5, respectively.

All of the papers included in this thesis are based on my doctoral research project. With respect to contribution, I developed the research project, collected and analysed the data, and wrote the papers. I was responsible for making all changes requested by journal reviewers. Throughout this research project, my doctoral supervisors provided guidance for the development and production of the research and the resulting papers. I am the sole author of Papers 2 and 4. For Papers 1 and 3, I am the lead author, with my primary supervisor, Dr Marie Stevenson, as the co-author. Permission to include these jointly-authored papers was granted by my co-author, and the journal article publications are reproduced here with permission from their copyright holders (see Appendices A and B).

The publication details, publication stage, and authorship contributions are outlined in Table 1 below. This table shows that Papers 1, 2 and 4 have already been published or accepted for publication with minor revisions in international peer-reviewed journals while Paper 3 is under review for publication, also in a peer-reviewed journal.

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<sup>1</sup> While the publications follow the stylistic conventions of their target journals and/or audiences, the thesis is produced in an Australian university, hence the use of Australian/UK spelling and writing conventions.

**Table 1***List of Publications and Authorship Contribution Statement*

<b>Thesis chapter</b>	<b>Publication details and authorship contributions</b>
<b>Chapter 2</b>	<p>Paper 1 has been <b>published</b> as:</p> <p><b>Moonthiya, I., &amp; Stevenson, M. (2024).</b> Identities of non-English-dominant teachers in transnational language teacher education: A systematic review. <i>Teaching and Teacher Education</i>, 149, 1–15. <a href="https://doi.org/10.1016/j.tate.2024.104707">https://doi.org/10.1016/j.tate.2024.104707</a></p> <p><i>I designed the study, collected and analysed the data, and wrote the paper. My co-author, Dr Marie Stevenson (my research supervisor), provided guidance for the systematic literature review methodology, was the second coder for establishing inter-rater reliability of the systematic review, and provided textual feedback.</i></p>
<b>Chapter 3</b>	<p>Paper 2 has been <b>published</b> as:</p> <p><b>Moonthiya, I. (2024).</b> Identities of non-English-dominant teachers-in-training: Alignments and tensions. <i>Journal of Language, Identity &amp; Education</i>. Advance online publication. <a href="https://doi.org/10.1080/15348458.2024.2392650">https://doi.org/10.1080/15348458.2024.2392650</a></p>
<b>Chapter 4</b>	<p>Paper 3 is <b>under review</b> at <i>The Asian-Pacific Journal of Second and Foreign Language Education</i>:</p> <p><b>Moonthiya, I., &amp; Stevenson, M. (under review).</b> Identities of non-English-dominant teachers-in-training: Written discursive representations.</p> <p><i>I designed the study, collected and analysed the data, and wrote the paper. My co-author, Dr Marie Stevenson (my research supervisor), provided guidance for the talk-around-text method and textual feedback.</i></p>
<b>Chapter 5</b>	<p>Paper 4 has been <b>accepted for publication with minor revisions</b> at <i>Second Language Teacher Education</i>:</p> <p><b>Moonthiya, I. (accepted for publication with minor revisions).</b> Integrating identity into language teacher education: Teacher educators' perceptions of their pedagogical practices.</p>

Student name: Itsaraphap Moonthiya

Signature:

Date: 3 June 2025

Statement from the supervisor confirming the authorship contributions of the PhD candidate:

As supervisor for the candidature upon which this thesis is based, and as co-author of Papers 1 and 3 presented for examination in this thesis, I confirm that Itsaraphap Moonthiya is the lead or sole author of the papers in the thesis and that the authorship contribution statements above are correct.

Supervisor name: Dr Marie Stevenson

Signature:

Date: 3 June 2025

## ACADEMIC CONFERENCE PRESENTATIONS

I have presented aspects of this research at the following academic conferences during my doctoral candidature:

Moonthiya, I. (2024, November 25–27). *Identities of non-English-dominant teachers-in-training: Alignments and tensions* [Conference paper presentation]. The Applied Linguistics Association of Australia (ALAA) 2024 Conference, Tasmania, Australia.

Moonthiya, I. (2023, November 19–21). *Identity of non-English-dominant teachers in transnational language teacher education* [Conference paper presentation]. The Applied Linguistics Association of Australia (ALAA) 2023 Conference, Wollongong, Australia.

Stevenson, M., Yousif, M., & Moonthiya, I. (2023, November 19–21). *Drawing together cognitive, social and linguistic perspectives* [Colloquium presentation]. The Applied Linguistics Association of Australia (ALAA) 2023 Conference, Wollongong, Australia.

Moonthiya, I. (2023, September 23). *English language teachers-in-training's multifaceted representations of their language teacher identities* [Conference paper presentation]. 15<sup>th</sup> University of Sydney TESOL Research Colloquium, Sydney, Australia.

Moonthiya, I. (2023, May 19). *Identity of non-English-dominant teachers in transnational language teacher education* [Paper presentation]. Research Students Forum, The University of Sydney, Australia.

Moonthiya, I. (2021, October 26). *Teacher identity in the making: Non-English-dominant multilingual teachers in a TESOL teacher education program* [Paper presentation]. Research Students Forum, The University of Sydney, Australia.

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My sincere appreciation also goes to the research participants, both the teachers-in-training and the teacher educators, without whose contributions this research project would

not have been possible. I thank them for generously giving up their time to share with me their experiences and thoughts on their language teacher identities and to explore what they do in their teaching. Working with such dedicated and insightful groups of research participants allowed me to investigate my research topic with greater depth and nuance. I would also like to acknowledge the financial contribution of the Australian Commonwealth-funded Research Training Program (RTP) Scholarship awarded to me to carry out the research presented in this thesis.

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## LIST OF ABBREVIATIONS

In this thesis, abbreviations are written in full at their first mention. Even if previously mentioned, abbreviations are also spelled out again in full at their first mention in the stand-alone manuscript-style chapters.

CELTA	Certificate in Teaching English to Speakers of Other Languages
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
ELT	English Language Teaching
L1	First Language
L2	Second Language
LTE	Language Teacher Education
LTI	Language Teacher Identity
MEd TESOL	Master of Education in Teaching English to Speakers of Other Languages
NNESTs	Non-native English-Speaking Teachers
PPP	Presentation, Practice and Production
QRS	Qualitative Research Synthesis
RQ	Research Questions
SLA	Second Language Acquisition
STSA	Short-term Study-abroad
TE	Teacher Educator
TESOL	Teaching English to Speakers of Other Languages

## PREFACE

Some years prior to undertaking this PhD research, I completed a university-based teacher training program in Thailand, where I trained as an English language teacher for high school students. In the final year of this teacher training, I was required to complete a year-long teaching practicum, and I decided to undertake this practicum at a demonstration high school affiliated with the program. I arrived at the school full of enthusiasm for trying out what I believed to be various theoretically-sound language teaching approaches I had learnt about during my training (e.g., task-based language teaching and process-oriented writing).

However, when I submitted my first few lesson plans for review by the school's mentors, my enthusiasm was quickly dampened as my lesson plans, which were designed to take into consideration the above approaches, were rejected. The feedback I received was that every single lesson plan needed to adhere strictly to a PPP (presentation–practice–production) structure and the focus needed to be on grammar and vocabulary development, as this was—in the eyes of the school mentors—what mattered most in preparing students for their exams. Any deviation, I was told, was deemed to be not suitable for the students and would not be approved for teaching delivery. This rigid requirement applied to all English-major teachers-in-training at the school and forced me to set aside my desire to experiment with the different language teaching approaches I had learnt in the teacher training program.

Even though I found the kind of teaching required by the school incredibly tedious and saw little value in focussing excessively on grammar and vocabulary, I still managed to play along and successfully navigated the teaching practicum experience. However, I felt an increasing sense of unease about my role as an English language teacher and found myself struggling with the tension between the teacher I wanted to become and the teacher I was expected to be. At that time, I had no idea what teacher identity was in any theoretical sense, but my struggles at the school marked the beginning of a quest to make sense of what being

and becoming a language teacher meant to me and how I could best situate myself in the teaching arena.

After completing this initial teacher training, I started my first teaching position at a subsidiary of what was then one of the most reputable private language schools in Thailand, which provided after-school tutoring to students. I decided to apply to teach there because the school advertised itself as having a strong instructional focus on teaching English for communicative purposes. Here, I finally had the opportunity to experiment with the communicative and collaborative kinds of language teaching I had hoped to try out—designing and implementing lessons that promoted real communication and interactive learning for small groups of students—and the experience was thoroughly rewarding and enjoyable. However, to my disappointment, after only about a year of teaching there, the school began to reorient its focus towards test preparation in response to market demands, and teachers were now expected to do one-on-one tutoring and to simultaneously act as sales agents to attract more ‘customers’. This was when my internal struggles once again emerged. I had developed a growing aversion to viewing language teaching and learning solely as a means to achieve exam-oriented goals, and to see education merely as a commodity. I began to wonder whether I should simply attempt to reconcile my teaching beliefs, values and practices with the profit-driven realities of the job and just get on with it. However, feeling disorientated and no longer fitting in, I decided to quit this job and take a leap of faith to invest in further teacher education overseas.

I embarked on my journey to Sydney, Australia, to undertake a Master of Education (MEd) in TESOL (Teaching English to Speakers of Other Languages). Little did I realise that most of my fellow classmates would also be from countries in Asia with very different education systems from Australia. Many of us were novice teachers in our twenties and shared the goal of becoming better-qualified teachers of English (however that might be

defined). As a collective, we carried with us many preconceived ideas about language teaching and learning as well as perceptions of ourselves as language teachers that were shaped in large part by our experiences in our home countries. During my initial interactions with my fellow classmates, I was struck by how many seemed comfortable talking about themselves as *learners* of English rather than *teachers* of English, even when they were already enrolled in a master's level teacher education degree. I couldn't help but wonder whether this self-positioning of their identities as *learners* of English reflected their limited teaching experience, their heightened sense of inadequacy as 'non-native English-speaking teachers' (NNESTs) studying in an English-speaking country, and/or their doubts about their ability to teach English.

Reflections such as these sparked my curiosity, which set me on the path to carry out my master's dissertation on the self-efficacy beliefs of transnational teachers-in-training from non-English-speaking countries who were undertaking an MEd TESOL program in Australia. Teacher self-efficacy refers to teachers' views of their own teaching effectiveness; that is, their belief in their ability to teach effectively and to maintain their teaching commitment despite the challenges they might encounter (Richards, 2023). Contrary to several of my initial assumptions, I learnt from my master's research that my participants were in fact quite confident in their ability to teach English and that they did not negatively equate their English language proficiency or self- or other-ascribed 'non-native' status with their teaching capabilities. Moreover, they identified other professional aspects—such as prior teaching experience, knowledge of teaching contexts, and formal teacher training in Australia—as bolstering their self-efficacy beliefs.

This experience of writing my master's dissertation made me realise that self-efficacy is only one of the many aspects that constitute teacher identity (Beauchamp & Thomas, 2009; Richards, 2023). This insight prompted a broader interest in the identities of transnational

teachers-in-training, and I began to wonder how transnational non-English-dominant teachers-in-training who undertake language teacher education programs in English-speaking countries, in this case Australia, represent their identities as language teachers. I was specifically interested in whether and how their identity representations as language teachers are influenced by the discourses and practices of language teacher education (and beyond) and what role language teacher educators play—if any—in influencing how teachers-in-training represent their teacher identities. It was out of these questions that the research presented in this thesis emerged and took shape.

## CHAPTER 1. INTRODUCTION

The research presented in this thesis focusses on the language teacher identities of transnational non-English-dominant teachers-in-training in a language teacher education program in an Australian university. Its primary focus is on how teachers-in-training represent their professional teacher identities while its secondary focus is on whether and how language teacher educators integrate a focus on identity into their teaching. The main aim of the research is to better understand and support the language teacher identity development of teachers-in-training. This introductory chapter first presents the background to the research, the aims of the research and the research questions. It then provides an overview of the theoretical perspectives and methodological approaches employed in the research, followed by the significance of the research. Key terms used in the thesis are defined and an overview of the remaining chapters of the thesis is provided.

### 1.1 Identity

For many decades, identity has been conceptualised and investigated in different ways across various fields of research including anthropology, psychology, sociology and sociolinguistics (e.g., Erikson, 1963; Goffman, 1959; Mead, 1934; Tajfel, 1982). More recently, identity has become an especially important area of research in the social sciences (De Fina, 2011; Schwartz et al., 2011), including in applied linguistics (e.g., Block, 2021; McEntee-Atalianis, 2018; Preece, 2016) and in language education (e.g., Morgan & Clarke, 2011; Norton & De Costa, 2018). The growing interest in this concept has led some to claim that “the age of identity is upon us” (Bucholtz & Hall, 2010, p. 27). In simple everyday terms, identity refers not only to how individuals perceive and represent themselves but also how they are recognised as “a certain kind of person” (Gee, 2000, p. 99). Despite this apparent simplicity, identity is increasingly being seen as a highly complex and multifaceted concept, and how it

is understood varies greatly depending on the philosophical traditions and the onto-epistemological perspectives adopted by the researcher (Fisher et al., 2020; LaScotte, 2025; Martin, 2019; see section 1.5 for further discussion).

Conceptualisations of identity have shifted considerably over the past decades from chiefly referring to individual, fixed and stable qualities inherent in the human psyche and genes (e.g., Erikson, 1963) to encompassing fluid and fragmented attributes influenced by social constructs (e.g., social class, race and gender), social contexts and the material resources with which individuals engage (e.g., Lave & Wenger, 1991; Wenger, 1998b). These varying conceptualisations have been derived from different theoretical perspectives (e.g., sociocultural, poststructuralist and new materialist) which assign diverse meanings to identity (Fisher et al., 2020; LaScotte, 2025; Martin, 2019; Norton & Lauwo, 2023).

Much of the identity research that has been conducted in the fields of applied linguistics and language education has been informed by sociocultural and poststructuralist perspectives (Barkhuizen, 2019a, 2019b; Fisher et al., 2020; Norton & Lauwo, 2023; see also Chapter 2). Seminal work by Norton (1995) (at that time, Norton Peirce) on the identity and English language learning of five immigrant women in Canada is much cited as it represents the first major effort to move away from an essentialised, psychological conceptualisation of identity and towards a sociocultural, poststructuralist approach. The latter approach has provided the foundation for our current conceptualisations of the identities of key stakeholders in language teaching and learning, that is, language learners and language teachers (Darvin & Sun, 2024; Miller, 2024; Norton & Lauwo, 2023). Sociocultural perspectives view identity as socially constructed and influenced by participation in particular communities of practice and highlight the relational and context-dependent nature of identity (Eckert & McConnell-Ginet, 2007; Lave & Wenger, 1991). Poststructuralist perspectives challenge the notion of identity as a fixed, unitary and coherent core of a person and instead

view identity as a fluid, fragmented—and at times contradictory—phenomenon that is discursively constructed primarily through language and discourse and (often inequitable) power relations within social, historical and political structures (Baxter, 2016; Fawcett et al., 2012; McKinney & Norton, 2024; Pavlenko & Blackledge, 2004).

The research presented in this thesis is best described as falling within an existing integrated sociocultural-poststructuralist perspective because it incorporates both the sociocultural-influenced notion of identity-in-practice and the poststructuralist-influenced notion of identity-in-discourse (Trent, 2015; Varghese et al., 2005) in order to examine language teacher identity (see section 1.5 below). The use of this integrated perspective has allowed this thesis to provide a more holistic approach to examining the experiential (i.e., identities constructed through concrete practices) and discursive (i.e., identities constructed through language and discourse) aspects of the identities of teachers-in-training as well as the pedagogical practices of teacher educators that focus on language teacher identity.

## **1.2 Language teacher identity**

Although early research on identity in applied linguistics and language education centred on language learners (Kayi-Aydar, 2019; Norton & Toohey, 2011), the scope has since been broadened to encompass language teachers (e.g., Barkhuizen, 2017b; De Costa & Norton, 2017; Lindahl & Yazan, 2019; Varghese et al., 2016) and, more recently, language teacher educators (e.g., Barkhuizen, 2021; Yuan & Lee, 2021). In the late 1990s, scholars began to turn their attention towards language teachers' identities, as evidenced in the pioneering work of Amin (1997), Antonek et al. (1997) and Duff and Uchida (1997). Identity has since been taken up as an analytical lens through which to investigate the psychological and social aspects of language teachers, particularly in relation to their language teaching and learning experiences (e.g., Ellis, 2016b; Ku, 2023; Zheng, 2025). The concept has also been used to better understand the education and professional development of these teachers (e.g.,

Barkhuizen, 2022; Clarke, 2008; Yazan & Lindahl, 2020). For language teachers, having an awareness of their own teacher identities is important for the purpose of exercising their agency (e.g., making teaching decisions) and fostering their professional growth (e.g., seeking professional development opportunities) (Clarke, 2008). For language teacher educators, understanding teacher identity allows them to provide crucial support to teachers-in-training as they navigate their own professional and teacher identity development journeys (Farrell, 2011).

The growth of language teacher identity (henceforth LTI) research has resulted in a rich and nuanced view of language teaching as LTI recognises that language teachers are not simply technicians or conduits of knowledge but that they also bring their inner lives (e.g., identities, beliefs and emotions), backgrounds and experiences into their classrooms and teaching (Barkhuizen, 2016b; Farrell, 2022b; Varghese et al., 2005). Moreover, LTI research has broadened perspectives on ‘learning to teach’ in language teacher education (henceforth LTE) and professional development. Specifically, learning to teach—or indeed learning to become a language teacher—is now recognised as not only involving the development of professional knowledge and teaching skills, but also the development of professional teacher identities (Burns & Richards, 2009; Freeman, 2016; Johnson & Golombek, 2020; Richards, 2023). The focus on LTI in learning to teach in LTE can therefore be viewed as a shift away from technical-rational approaches to preparing language teachers that reduce learning to teach to skills-based acquisition and application in practice towards more sociocultural approaches that recognise the inherent psychological and social aspects of this process.

### **1.3 Transnational English language teachers**

The spread of English as a global language has brought about a concomitant rising global demand for English language instruction and competent English language users (Crystal, 2012; Jenkins & Morán Panero, 2025), and this has heightened the need for qualified English

language teachers (Barnawi & Le Ha, 2015; Crandall & Christison, 2016; Wright, 2010). This trend has taken place alongside the increased mobility of global citizens and internationalisation of higher education, and an increasing number of already practising and aspiring English language teachers are now travelling to other countries to train as English language teachers (Chowdhury & Le Ha, 2014; Richards, 2023). This phenomenon has particularly been observed in LTE programs in English-speaking countries, such as the United States (e.g., Wolff, 2015), the United Kingdom (e.g., Copland et al., 2017), Canada (e.g., Ilieva, 2010), New Zealand (e.g., Wette & Barkhuizen, 2022) and Australia (e.g., Kong, 2019), and a sizeable proportion of these teachers come from countries where English is not the dominant language (Copland et al., 2017; Crandall & Christison, 2016). Teacher education in English-speaking countries for most of these teachers represents “a temporary sojourn of pre-defined duration, undertaken for educational purposes” (Kinger, 2009, p. 11), and after completion of their training, the majority return to their home countries to teach (Kamhi-Stein, 2009; Selvi, 2012).

English language teachers who are undertaking LTE programs outside their country of origin – particularly those from non-English-speaking countries transitioning to English-speaking countries – are commonly referred to as ‘international students’ due to their enrolment status in higher education institutions in the host countries (e.g., Hsieh et al., 2021; Ilieva & Ravindran, 2018; Ilieva & Waterstone, 2013; Kong, 2019). However, this term has been problematised for being overly simplistic, as it implies a unidirectional movement of individuals from their home countries to the host countries and tends to portray them simply as temporary visitors, without acknowledging the complex and diverse ways they engage with various languages, cultures and educational systems across contexts (Canagarajah, 2018; Cho et al., 2022). Further, the use of ‘student’ can be reductive, especially for those who are already practising or experienced teachers in their home countries and who find themselves

having to set aside their professional experience as they take on the role of ‘international students’ (Richards, 2023; Zacharias, 2010).

An alternative term that has gained traction is ‘transnational language teachers’ (e.g., Cho et al., 2022; Fairley, 2024; Gallardo, 2019; Kamali & Nazari, 2023; Sánchez-Martín, 2022; Yazan et al., 2023). Although the phenomenon of language teachers crossing borders to study, teach and live in another country is not new, the term itself is fairly recent. The term is derived from the concept of ‘transnationalism’ (see Vertovec, 2009), which refers to “the crossing of national boundaries, and the interactions and exchanges of languages, ideas, products and ways of doing and knowing that take place as a result” (Fairley, 2024, p. 2). The concept and its derivatives (e.g., transnational) are increasingly being used in applied linguistics and TESOL to understand human experiences of learning, teaching and living across nation-state boundaries (De Fina & Perrino, 2013; Duff, 2015; Jain et al., 2021; Yazan et al., 2021). While early scholarship tended to refer to transnationalism as the crossing of physical borders only (Fairley, 2025), current scholarship has taken a more expansive view by including “the crossing of cultural, ideological, linguistic, and geopolitical borders” (Duff, 2015, p. 57). According to Canagarajah (2018), the term ‘transnational’ is related to, yet distinct from, the term ‘international’. Whereas ‘international’ refers to, he explains, “the relationship between two or more nation-states” (p. 41), ‘transnational’ extends beyond this to include the sorts of “relationships that transcend the nation-state” (p. 42). These include, for example, social ties, interactions and experiences that are not confined to, or constrained by, geographically bounded nation-state boundaries.

Thus, the term ‘transnational’ more fully reflects teachers’ cross-border experiences than the term ‘international’ does, as it entails the complex and varied ways in which they engage with relationships, interactions and affiliations as a result of these experiences.

Transnational language teachers “tend to demonstrate hybrid and complex language use,

culture, identity, practice, and voice” (Yazan et al., 2023, p. 143) and their identities are shaped by “contesting discourses and practices emerging out of heterogeneous and dynamic communities beyond the nation state” (Sánchez-Martín, 2022, p. 557). Many transnational language teachers maintain strong ties to their home countries while simultaneously adapting to life and study in the host countries, and they navigate multiple languages and negotiate different social norms and academic expectations while reshaping their identities across contexts (Cho et al., 2022; Gallardo, 2019). This experience is better captured by the term ‘transnational language teachers’ rather than by the term ‘international students’ and hence it is the term used in this thesis.

The general impacts of LTE on transnational teachers have been well-researched and the results have been shown to be both negative and positive. Some studies have painted a rather pessimistic picture about the negative impacts of LTE, emphasising the disjuncture between the pedagogical approaches espoused in LTE and those preferred or expected in the home teaching contexts of many transnational language teachers (e.g., Barnawi & Le Ha, 2015; Chowdhury & Le Ha, 2014; Le Ha, 2008; Macalister, 2023). For this reason, LTE has faced criticism for not adequately preparing transnational language teachers to face the teaching realities in their English as a foreign language (EFL) contexts (e.g., Crookes, 2015; Hennebry-Leung et al., 2019; Mirhosseini & Bayat, 2023). Specifically, the approaches to English language teaching (ELT) commonly espoused in LTE, such as communicative language teaching (CLT) and learner-centred teaching, are predominantly predicated on western perspectives and therefore not readily compatible with ELT in all EFL contexts (Carrier, 2003; Chowdhury & Le Ha, 2014; Kamhi-Stein, 2009). In contrast, other studies have provided a more optimistic picture, highlighting the development of transnational teachers’ professionalism and teacher identity, as well as their ability to adapt what they have learnt from LTE to their own teaching contexts (e.g., Lin & Shi, 2024; Lu & Moore, 2018).

For example, in a study by Hong and Pawan (2014), Chinese EFL teachers reported finding LTE useful for developing a critical stance, and viewed the knowledge they gained as not prescriptive knowledge to be rigidly applied, but rather as a lens through which to examine and rethink their prior teaching experience and identities as language teachers.

While the general experiences of transnational English language teachers engaged in LTE have been well-documented in the literature, comparatively less attention has been paid to exploring how transnational teachers engaged in LTE negotiate and represent their identities as language teachers in response to these experiences. Informed by the integrated perspective of identity-in-practice and identity-in-discourse (Varghese et al., 2005), this thesis examines how ten transnational non-English-dominant teachers<sup>2</sup> engaged in an LTE program in Australia represent their identities as language teachers. This study of LTI representations is designed to provide insights into how transnational non-English-dominant teachers draw on, take up or resist disciplinary discourses and professional practices to represent their identities as language teachers.

While existing research has provided valuable insights into transnational English language teachers' perspectives on their own identity and experiences, the voices of language teacher educators have largely been neglected. In particular, there is limited knowledge about what language teacher educators think about the practices and discourses they emphasise in their teaching and the potential impact of these on the LTIs of transnational teachers-in-training. This thesis therefore seeks to extend the research lens beyond teachers-in-training by

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<sup>2</sup> 'Non-English-dominant teachers' refers to teachers of English who speak languages other than English as their first or dominant language. While these teachers are also commonly referred to as 'non-native English-speaking teachers' (NNESTs) (Griffiths, 2025; Jain, 2018; Selvi et al., 2024), the term 'non-English-dominant' is used in this thesis to move beyond a deficit-based 'native/non-native' dichotomy (see Chapter 2 for further discussion).

incorporating the voices of language teacher educators to provide a nuanced understanding of the integration of LTI into LTE pedagogy.

#### **1.4 Research aims and research questions**

The research presented in this thesis seeks to develop a rich and comprehensive understanding of LTI by investigating both identity-in-practice (i.e., identity developed experientially through concrete practices) and identity-in-discourse (i.e., identity developed discursively through language and discourse) of transnational teachers-in-training. It incorporates the perspectives of both transnational teachers-in-training and the language teacher educators who prepare them to be English language teachers.

A systematic literature review was conducted to lay the groundwork for the thesis by providing both a characterisation and a qualitative research synthesis of the existing research on identities of transnational non-English-dominant teachers engaged in university-based LTE programs based in English-speaking countries (see Chapter 2). The aim of the review was to determine what is already known about the identities of these teachers and to identify research gaps in the literature. The key research gaps are addressed in the discussions of the empirical studies presented in Chapters 3 to 5 (see also Chapter 6, section 6.3 for research contributions).

The three empirical studies reported here have two overarching aims. The first and primary aim is to examine LTI representations of transnational non-English-dominant teachers-in-training who are engaged in an LTE program in Australia. The secondary research aim is to investigate the integration of an LTI focus into the pedagogical practices of language teacher educators. Two empirical studies were conducted to address the first aim, the first of which (Paper 2, see Chapter 3) examined how transnational non-English-dominant teachers-in-training represent their identities in terms of four facets of identity—claimed, assigned, practised and imagined; this study also investigated alignments and tensions within and

between these facets of identity. The second empirical study (Paper 3, see Chapter 4), which was also designed to address the first aim, explored how transnational non-English-dominant teachers-in-training discursively represent their teacher identities in academic assignments written for assessment purposes. To address the second research aim, the third empirical study (Paper 4, see Chapter 5) examined the integration of a focus on LTI into the pedagogical practices of language teacher educators in the LTE program.

The two overarching research aims are examined through a series of research questions:

Research Aim 1: To examine LTI representations of transnational non-English-dominant teachers-in-training

1a. How do the transnational non-English-dominant teachers-in-training represent the multiple facets of their LTIs? (Chapter 3)

1b. What are the alignments and tensions within and between the facets of LTIs of these teachers-in-training? (Chapter 3)

2. How do these teachers-in-training represent their LTIs discursively in their writing? (Chapter 4)

Research Aim 2: To examine LTI integration into pedagogical practices of language teacher educators

3a. To what extent do the teacher educators integrate a focus on LTI into their pedagogy? (Chapter 5)

3b. How do these teacher educators integrate a focus on LTI into their pedagogy? (Chapter 5)

Table 1.1 shows the research papers included for examination in this thesis, the research question/s addressed in these papers, and the thesis chapters in which they can be located.

**Table 1.1***Links between the Publications, Research Aims and Research Questions*

<b>Publication</b>	<b>Research aim</b>	<b>Research question(s)</b>	<b>Thesis chapter</b>
Paper 1: Identities of non-English-dominant teachers in transnational language teacher education: A systematic review	Provides a systematic literature review of empirical studies on identities of transnational non-English-dominant teachers engaged in university-based LTE programs in English-speaking countries	Key characteristics of the existing research and the recurring themes in the research findings	Chapter 2
Paper 2: Identities of non-English-dominant teachers-in-training: Alignments and tensions	1	1a and 1b	Chapter 3
Paper 3: Identities of non-English-dominant teachers-in-training: Written discursive representations	1	2	Chapter 4
Paper 4: Integrating identity into language teacher education: Teacher educators' perceptions of their pedagogical practices	2	3a and 3b	Chapter 5

## 1.5 Theoretical perspectives

The research presented in this thesis is underpinned by an overarching theoretical framework that integrates sociocultural and poststructuralist perspectives on identity, as originally developed by Varghese et al. (2005) and extended by Trent (2015). This integrated framework incorporates a focus on two key notions, namely identity-in-practice and identity-in-discourse<sup>3</sup>, which are respectively underpinned by sociocultural and poststructuralist perspectives. As explained by Varghese et al. (2005):

Poststructural theories help us understand teacher identities as constituted through discourse... We can, therefore, argue that poststructuralist theories of language teacher identity present a concept of identity-in-discourse. In the social or group theories of language, teacher identity on the other hand presents a concept of identity-in-practice— language teacher identity is seen to be constituted by the practices in relation to a group and the process of individual identification or nonidentification with the group. (pp. 38–39)

This thesis adopts an integrated sociocultural-poststructuralist framework with identity-in-practice and identity-in-discourse as its overarching theoretical lens because an investigation into both of these notions is particularly useful for understanding “how language teacher identity can be viewed in relation to teacher education” (Varghese et al., 2005, p. 39), which is the central focus of the research presented in this thesis. The strength of the integrated framework lies in its potential to illuminate the interrelated yet distinctive contributions of practices and discourses to LTIs (Trent, 2015). Furthermore, employing any one theory will necessarily limit the researcher’s perspectives on LTI, and it is therefore preferable to remain open to various theoretical perspectives to develop a more comprehensive understanding of

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<sup>3</sup> Varghese et al. (2005) use the singular hyphenated forms ‘identity-in-practice’ and ‘identity-in-discourse’, whereas in her later work, Varghese (2017) uses the plural unhyphenated forms ‘identities in practice’ and ‘identities in discourse’.

LTI (LaScotte, 2025; Varghese et al., 2005). As emphasised by Varghese et al. (2005), it is “only in this way can we hope to gain a fuller picture of an immensely complex phenomenon such as teacher identity” (p. 36). For these reasons, this thesis takes an existing integrated sociocultural-poststructuralist perspective by incorporating an investigation into both identity-in-practice and identity-in-discourse.

Identity-in-practice is underpinned by sociocultural perspectives<sup>4</sup>, arising particularly out of Lave and Wenger's (1991) theory of situated learning and Wenger's (1998b) theory of community of practice. These related sociocultural theories give primacy to an individual's participation in specific communities of practice (e.g., teacher education programs and classrooms) and the ways in which this shapes the individual's learning and identities (Lave & Wenger, 1991; Wenger, 1998b). Varghese et al. (2005) draw on this conceptualisation to develop the notion of identity-in-practice, which focusses on the experiential aspects of LTI and views LTI as being “constituted by the practices in relation to a group and the process of individual identification or non-identification with the group” (p. 39). Identity-in-practice is therefore seen as a situated and socially constructed entity that is created and enacted in response to contextual particularities (Trent, 2015). In practical terms, language teachers' identity-in-practice can be constructed, enacted and represented in and through the concrete practices in which they engage such as teaching, reflections about teaching, and practice-based activities in teacher education. Methodologically, language teachers' identity-in-practice can be investigated by observing teachers in actual practice and/or by asking them to reflect on their practice (Huang & Varghese, 2015; Kanno & Stuart, 2011; Kayi-Aydar, 2019).

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<sup>4</sup> The term ‘sociocultural’ is regarded by some as synonymous with Vygotskian sociocultural theory (e.g., Lantolf, 2006; Lantolf & Pavlenko, 1995). In this thesis, however, following Zuengler and Miller (2006), the term ‘sociocultural perspectives’ is used more broadly as an umbrella term to refer to “varied approaches to learning that foreground the social and cultural contexts of learning” (p. 37), such as situated learning, community of practice, and language socialisation. For an overview of sociocultural perspectives in applied linguistics and language teacher education, see Zuengler and Miller (2006) and Singh and Richards (2006), respectively.

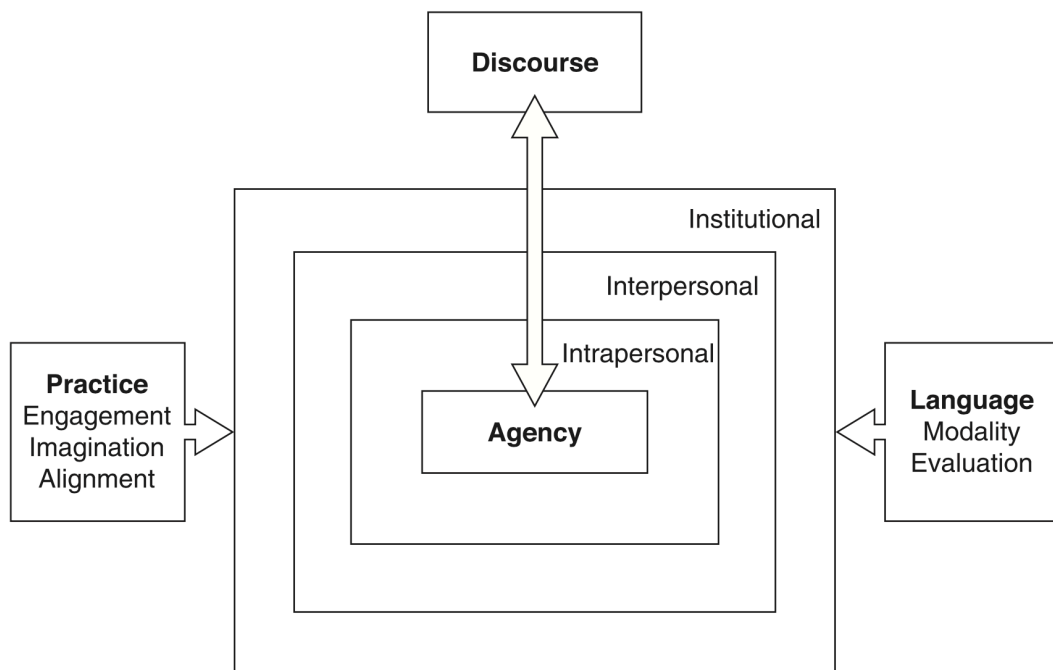
In contrast to identity-in-practice, identity-in-discourse is underpinned by poststructuralist perspectives (e.g., Simon, 1995; Weedon, 1997), which view identity as a fluid, fragmented and at times contradictory phenomenon that is discursively constructed, emphasising the role of language, discourse and power relations in identity negotiations (McNamara, 2012; Norton & Morgan, 2023; Zembylas, 2003). From poststructuralist perspectives, language and discourse are not merely tools for expressing identities but also constitutive forces for identity negotiations (Baxter, 2016; Norton & Toohey, 2011). Varghese et al. (2005) draw on Simon's (1995) and Weedon's (1997) poststructuralist work on language and identity, among others, in conceptualising the notion of identity-in-discourse, which focusses on the discursive aspects of LTI. Teacher identity-in-discourse is viewed as being constructed, expressed and represented primarily in and through language and discourse (Trent, 2015; Varghese, 2017; Varghese et al., 2005). In practical terms, teachers' identity-in-discourse can be developed and displayed through the linguistic and other meaning-making resources teachers use to express themselves (Lee, 2013; Maddamsetti, 2024) and the discourses about (language) teaching and learning that are available to them to draw on, take up or resist so as to position themselves as language teachers (Barkhuizen, 2019a, 2019b; Clarke, 2008, 2009). As such, evidence of language teachers' identity-in-discourse can be found in how they use language and other meaning-making resources, as well as the ideologies and discourses that underpin them, to position themselves and others in discursive data (e.g., written texts, talks and photographs) (Maddamsetti, 2024; Miller, 2024).

Building on these conceptualisations of identity-in-practice and identity-in-discourse, Trent (2015) proposed an integrated framework for investigating LTI, as depicted in Figure 1.1. This framework emphasises the need to explore both identity-in-practice and identity-in-discourse by highlighting the roles played by teacher agency, teachers' practices, and teachers' deployment of language and discourse(s) in influencing the development of teacher

identity. In the framework, agency is represented as taking place within multilayered contextual dimensions of language teaching and learning (i.e., intrapersonal, interpersonal and institutional) as well as in practice, language and discourse outside of these contextual dimensions (for further discussions and critiques of this framework, see LaScotte, 2025; Yazan, 2017).

**Figure 1.1**

*Trent's (2015) Integrated Framework for Investigating LTI*



With respect to identity-in-discourse, Trent (2015) distinguishes between ‘Discourse’ and ‘Language’, as represented by two separate boxes in Figure 1.1. While ‘Language’ refers to any stretch of observable language choices (e.g., modality and evaluative language), ‘Discourse’ refers to ideologically imbued systems of meaning (e.g., beliefs, attitudes and values) that influence these language choices. These two elements of identity-in-discourse mirror the distinction made by Gee (2025) between *little ‘d’ discourse* (i.e., instances of

language use) and *big 'D' Discourse* (i.e., socially constructed ways of meaning-making, thinking and being to enact particular activities and identities). According to Trent (2015), LTI is shaped, in part, by “the influence of discourse, which is manifest through language, and consists of beliefs, attitudes, and values” (p. 47). In the present thesis, both the ‘Language’ and ‘Discourse’ aspects of identity-in-discourse, as conceptualised by Trent (2015), inform the analysis of how the teacher-in-training participants deploy these discursive resources to construct their representations of themselves as language teachers (see Chapter 4). The analysis considers both language features used by the teachers-in-training and broader disciplinary/social discourses that influence ways of thinking, valuing and acting as language teachers.

Although identity-in-practice and identity-in-discourse originate from different theoretical perspectives – sociocultural and poststructuralist, respectively – both of these perspectives are “grounded in socio-constructivist orientations” (Martin, 2019, p. 1). Constructivism is built, in part, on "a subjectivist, interactionist, socially constructed ontology" and an epistemology that acknowledges "multiple realities, agentic behaviours and the importance of understanding a situation through the eyes of the participants" (Cohen et al., 2018, p. 175). Thus, in employing a framework that integrates sociocultural and poststructuralist perspectives, the current study is guided by an onto-epistemological view that acknowledges the existence of multiple realities, in this case, multiple representations of LTI and pedagogical practices centred on LTI integration. It is also underpinned by an onto-epistemological view that these representations and practices are socially co-constructed through the participants’ interactions within specific institutional and sociocultural contexts, and that in order to interpret such representations and practices, the voices of the participants themselves need to be foregrounded.

Varghese et al. (2005) argue that integrating these two theoretical perspectives “allows us to investigate different substantive and theoretical aspects of language teacher identity and that there are strong conceptual resonances” between the two perspectives (p. 21). Echoing this view, Fisher et al. (2020) similarly contend that sociocultural and poststructuralist perspectives have strong conceptual similarities in that both reject essentialist and fixed views of identity and see identity instead as multiple, dynamic and socially constructed. Further, sociocultural perspectives on the influence of language on identity, they argue, “are largely in tune with those of poststructuralists, where language is conceived also as a tool of thought and with a primary mediating function” (p. 454). When translated into methodological terms, sociocultural and poststructuralist perspectives are also generally in line with each other with regard to the preference for qualitative research to capture the elusiveness and complexity of identity (Fisher et al., 2020). Thus, sociocultural perspectives and poststructuralist perspectives can be used to complement and illuminate each other.

In this thesis, the sociocultural-influenced notion of identity-in-practice and the poststructuralist-influenced notion of identity-in-discourse, as developed by Varghese et al. (2005) and as extended by Trent (2015), are used to provide the overarching theoretical framework for the analysis of the literature (see Chapter 2) as well as the empirical data collected for the three studies (see Chapters 3–5). In addition, two supplementary theoretical frameworks – namely, Fairley’s (2020) facets of identity and Pennington and Richards’ (2016) foundational aspects of LTI – are employed to complement the use of identity-in-practice and identity-in-discourse. The application of theoretical frameworks in the studies in this thesis is described briefly below and in greater detail in the subsequent chapters.

The systematic literature review in Chapter 2 employs identity-in-practice and identity-in-discourse to identify key themes in the existing research on the identities of transnational non-English-dominant teachers engaged in LTE programs in English-speaking countries. The

review revealed useful directions for future research in relation to an integrated perspective on identity-in-practice and identity-in-discourse, and this has informed the empirical investigations (Chapters 3–5) undertaken in this thesis.

The first empirical study (see Chapter 3) employs Fairley's (2020) facets of identity (i.e., claimed, assigned, practised and imagined) to examine aspects of identity-in-practice and identity-in-discourse of the transnational teachers-in-training in this study. This framework helps to elucidate how these teachers-in-training position themselves (i.e., their claimed identity) and how they are positioned by others (i.e., their assigned identity), thus examining aspects of identity-in-discourse. It also helps to reveal what these teachers-in-training think about what they do in their current practice (i.e., their practised identity) and how they envision their future practices (i.e., their imagined identity), thus examining aspects of identity-in-practice.

The second empirical study (see Chapter 4) employs Pennington and Richards' (2016) foundational aspects of LTI to examine aspects of identity-in-discourse as manifested in assignments written by the transnational teachers-in-training. The foundational aspects of LTI—which include language-related identity, disciplinary identity, context-related identity, professional self-awareness and learner-focussed teaching—are used to characterise how the teachers-in-training use language and discourse to represent their identities in their writing, thus providing insights into aspects of identity-in-discourse.

Lastly, the third empirical study (see Chapter 5) employs identity-in-practice and identity-in-discourse to examine the pedagogical practices involved in LTI integration of language teacher educators. These two concepts are used to characterise what teacher educators do and what discourses are made available in their pedagogical practices that they perceive as contributing to the LTI development of teachers-in-training in teacher education courses.

## 1.6 Research design

### 1.6.1 Qualitative approach

The research paradigm that underpins the qualitative methodology used in this thesis is constructivism (also referred to as ‘interpretivism’; see Tisdell et al., 2025). Constructivism views realities—such as how a teacher sees themselves as a teacher—as multiple, socially constructed, context-bound, and shaped by the individuals involved in the research process, the subject of the research, and the context in which the research takes place (Creswell & Creswell, 2023; Denzin & Lincoln, 2023; Phakiti & Paltridge, 2015). From a constructivist-interpretivist standpoint, participants’ representations of their identities (see Chapters 3 and 4) or their perceptions of their pedagogical practices (see Chapter 5) do not necessarily present a singular or objective reality. Rather, these participants can be seen to be using socially available ways of expressing meanings (e.g., by talking, writing and/or photographing) to construct their own versions of reality, that is, how they see themselves as a teacher or how they carry out and perceive their teaching (Willig, 2012). In the constructivist-interpretivist paradigm, the focus is not on determining a universally agreed upon reality or objective truth (e.g., whether participants actually see themselves as learning facilitators) but rather on understanding how participants use language and other meaning-making resources to construct their versions of reality.

Qualitative research that is grounded in a constructivist-interpretivist paradigm such as this thesis seeks to understand how participants make sense of the topic under examination and to uncover and interpret the meanings, perceptions and understandings participants attribute to that topic (Tisdell et al., 2025). As qualitative research values how participants make sense of their experiences through the prism of their own perspectives (Creswell & Poth, 2024), it is well-suited for the current thesis and its investigation of (1) the ways in which the teachers-in-training represent their LTIs (Chapters 3 and 4) and (2) the teacher

educators' perceptions of their pedagogical practices in relation to LTI integration (Chapter 5). Given that LTIs have been acknowledged to be complex, dynamic, socially constructed, context-dependent, multifaceted, contested, enacted and imagined (Barkhuizen, 2017a; De Costa & Norton, 2017; Varghese et al., 2016), most studies have adopted qualitative rather than quantitative approaches to study this phenomenon (Kayi-Aydar, 2019; Swearingen, 2019; Yuan, 2019). The emphasis on data richness and contextual specificity in qualitative research allows for an in-depth investigation into the complexities of LTIs.

### **1.6.2 Triangulation**

Triangulation is a research strategy that involves strategies such as using more than one research method and/or analysing data derived from more than one source (Cohen et al., 2018; Patton, 1999, 2015). Qualitative research is especially suitable for triangulation as it readily facilitates the integration of different methods of data collection and multiple data sources. As triangulation allows the topic of interest to be investigated from multiple perspectives, a more complete and nuanced understanding can be gained (Paltridge, 2020; Phakiti & Paltridge, 2015). Triangulation also helps mitigate the bias that can arise from relying exclusively on a single method of data collection or data source, thereby enhancing the credibility and robustness of the findings (Patton, 1999, 2015). To achieve triangulation, this thesis employs three different methods of data collection: photo-elicitation, the talk-around-text method and semi-structured interviews based on teaching materials.

The first method used—photo-elicitation—is a qualitative, arts-informed data collection method in which participants are asked to take photographs (or select their own pre-existing photographs) which they believe depict something meaningful or significant about themselves in relation to the topic under investigation (Rose, 2023). These photographs are then used for the purpose of photo-elicitation in an interview context to provide a starting point for a discussion of the meaning behind each photograph in relation to the topic-at-hand

(Rose, 2023). In the current research, photo-elicitation was used to facilitate deeper reflections and richer conversations about LTI by providing greater scope for the teacher-in-training participants to reflect on and represent facets of their LTI through visual and verbal modes of representation. The photo-elicitation data therefore encompassed the photographs provided by the teachers-in-training as well as the photo-elicited interviews where they discussed these photographs (see Chapter 3).

The second method used was the ‘talk-around-text’ method, which is an ethnographically-informed data collection method originally developed by Ivanič (1998) and advanced by Lillis (2008, 2009). In this method, the researcher and participant-writer engage in conversations about the participant-writer’s life experiences as well as experiences with academic literacy learning—i.e., a literacy history interview. This is followed by conversations about the texts written by the participant-writer in relation to the topic under investigation—i.e., a talk-around-text interview. In the literacy history interview, the researcher elicits the participant-writer’s autobiographical account as related to their academic writing experiences, language learning and teaching experiences, such that their current writing practices and perspectives can be understood against the backdrop of their experiences. In the talk-around-text interview, the researcher prompts the participant-writer to reflect and comment on their writing in relation to the topic, which enables the researcher to uncover what is especially relevant and significant in the participant-writer’s perspectives.

Although this thesis employs an ethnographically-informed talk-around-text method, it should be noted that it is not, in itself, an ethnographic study. Lillis (2008) identifies three levels at which ethnography can inform research on academic writing: ethnography as method, ethnography as methodology and ethnography as deep theorising (see Paltridge et al., 2016 for further discussion). At the most basic level, *ethnography as method* involves the use of the talk-around-text method to move beyond the analysis of the written text to provide

an additional lens through which to understand the written text from the participant-writer's perspectives. At the second level, *ethnography as methodology* involves a period of sustained involvement by the researcher in the writing context and the collection of multiple data sources to examine the meanings and practices that emerge in the academic writing. At the third and most advanced level is *ethnography as deep theorising*, which involves developing new analytical tools to bridge the gap between text and context in writing research.

The talk-around-text method employed in this thesis is best described as first level ethnography—i.e., *ethnography as method*—because it focusses on extending “the researcher-analyst’s gaze beyond the text” (Lillis, 2008, p. 361) and moving it towards the participant-writer’s perspectives on their own written texts. This involves neither sustained engagement with the participant-writers over an extended period nor the development of analytical tools to advance it to the levels of *ethnography as methodology* or *deep theorising*. In this thesis, the talk-around text method was used to gain a sense of how the teacher-in-training participants discursively represented their identities as language teachers in their written assignments. The talk-around-text data includes the literacy history interviews, excerpts from authentic assignments written by the teachers-in-training, and talk-around-text interviews about these excerpts (see Chapter 4).

The third method was the use of semi-structured interviews with each of the language teacher educator participants. Semi-structured interviews are commonly used in qualitative research to examine participants’ experiences with and perceptions of the topic under investigation (Tisdell et al., 2025). Semi-structured interviews provide an effective balance between following a flexible interview protocol and offering the researcher the opportunity to ask follow-up questions to more deeply explore relevant ideas (Brinkmann & Kvale, 2015). In this thesis, semi-structured interviews were used to gain insights into the teacher educators’ perceptions of their pedagogical practices in relation to their integration of a focus

on teacher identity (see Chapter 5). The interview questions were structured around the two key concepts of identity-in-discourse and identity-in-practice. The teacher educator participants were asked to bring to their interviews any teaching materials they viewed as relating to an integration of teacher identity into their teaching. These materials were utilised as elicitation tools in the interviews to encourage participants' reflections on their "pedagogies-in-use" (Barahona & Darwin, 2021, p. 8) and to elicit their justification for using these materials in relation to LTI.

### **1.6.3 Overview of research design**

The incorporation of participant perspectives, triangulation of data sources, and application of complementary theoretical frameworks in this thesis has been designed to provide a fuller and more complete picture of LTI than previous studies. Table 1.2 presents an overview of the research design, indicating the relationship between the research questions, data sources and theoretical frameworks.

**Table 1.2***Relationships between the Research Questions, Data Sources and Theoretical Frameworks*

<b>Research question</b>	<b>Research method</b>	<b>Data source</b>	<b>Theoretical framework</b>
RQ1a and RQ1b	Photo-elicitation (Rose, 2023)	Photo-elicitation data: (1) photographs provided by the teacher-in-training participants, and (2) photo-elicited interviews about these photographs	Fairley's (2020) facets of LTI; Varghese et al.'s (2005) and Trent's (2015) identity-in-practice and identity-in-discourse
RQ2	Talk-around-text method (Lillis, 2008, 2009)	Talk-around-text data: (1) literacy history interviews, (2) excerpts from authentic assignments written by the teacher-in-training participants, and (3) talk-around-text interviews about these excerpts	Pennington and Richards' (2016) foundational aspects of LTI; Varghese et al.'s (2005) and Trent's (2015) identity-in-discourse
RQ3a and RQ3b	Interview-based design	Semi-structured interviews with the language teacher educator participants, using teaching materials they brought to the sessions as prompts to guide and enrich the interview process	Varghese et al.'s (2005) and Trent's (2015) identity-in-practice and identity-in-discourse

#### 1.6.4 Researcher positionality

Researcher positionality refers to the ways in which researchers situate themselves within the research process and how they acknowledge the influence of this on the design, conduct and outcomes of their research (Holmes, 2020). Researcher positionality is influenced, in part, by where researchers stand in relation to the researched and the research context (Grix, 2018).

My previous role as a teacher-in-training (before data collection) and my current role a casual academic on the LTE program (after data collection) afforded me an insider position. This insiderness deepened my understanding of the research context and allowed me to make informed decisions about planning, conducting and analysing the research. For instance, my familiarity with the program's curriculum and content enabled me to identify the research focus and make appropriate methodological choices that could probe deeply into relevant topics to answer the research questions, such as using a talk-around-text method to examine the teacher-in-training participants' representations of their identities in written assignments (see Chapter 4)—an area that might have otherwise been overlooked by a complete outsider-researcher.

During the period of data collection, however, I was not involved with the program, and in my role as a researcher, there was some degree of detachment or distance from the research context and the community of participants. For example, although I was familiar with most of the teacher educator participants because they had been my instructors, throughout the process of data collection and analysis, I was conscientious in not positioning myself as an evaluator of their pedagogical practices. Rather, in the spirit of qualitative research, I position myself as what Denzin and Lincoln (2023) call a 'researcher-as-bricoleur' whose role is to knit together the perspectives and experiences of those who have contributed to this research. This positioning aligns with a constructivist-interpretivist research paradigm

taken in this thesis, which seeks to understand in depth the perspectives and meanings constructed by the participants, as expressed through their own voices.

### **1.6.5 Ethics approval**

The research in this thesis was conducted in accordance with research protocols approved by the University of Sydney's Human Research Ethics Committee (Project Number 2021/929; see Appendix C). Participant information statements containing a general overview of the research project were provided to potential participants (Appendix D) and written consent forms were obtained from both the teacher-in-training and teacher educator participants (Appendix E).

## **1.7 Significance of the research**

This thesis makes a theoretical contribution to the literature on LTI by employing an integrated framework including both identity-in-practice and identity-in-discourse as an overarching theoretical lens to examine both the experiential and discursive aspects of the LTIs of transnational teachers-in-training. It is widely acknowledged that LTI is developed through the practices (i.e., identity developed experientially through concrete practices) and discourses (i.e., identity developed discursively through language and discourse) in which teachers engage (Barkhuizen, 2019b; Reeves, 2018; Trent, 2015; Varghese et al., 2005). However, little attention has been paid to bringing both identity-in-practice and identity-in-discourse together in a single research study (Hong & Perez, 2024; Swearingen, 2019; Teng, 2019; Yuan, 2015; Zheng, 2013; see also the research gaps identified in the systematic literature review presented in Chapter 2). This thesis has sought to bridge this gap by examining both identity-in-practice and identity-in-discourse of transnational non-English-dominant teachers-in-training. In so doing, this thesis seeks to provide a rich portrayal of transnational non-English dominant teachers-in-training's LTI representations, with a

particular focus on identifying the influences (e.g., practices and discourses encountered during LTE and beyond) that contribute to the ways they represent their identities as language teachers. Furthermore, by using Fairley's (2020) facets of identity and Pennington and Richards' (2016) foundational aspects of LTI as complementary frameworks to examine aspects of identity-in-practice and/or identity-in-discourse, this thesis has sought to develop a more expansive theorisation of LTI. An extended theoretical framework developed based on the findings of this thesis is presented in Chapter 6.

With its focus on the experiences and perceptions of transnational teachers studying abroad, this thesis can be seen as providing a response to calls for research on the potential impact of study-abroad LTE programs on the LTIs of transnational language teachers (Barkhuizen, 2022; Jackson, 2017). It provides rich insights into LTI work during a transitional period well-known for its potential to either enrich or disrupt transnational teachers' sense of self, due in part to the possibilities for "encounters with difference" (Ingersoll et al., 2019, p. 42), such as having to confront unfamiliar and/or competing educational practices and discourses.

In addition, much of what is known so far about the LTIs of transnational teachers-in-training is based on the perspectives of teachers-in-training themselves, which has left underexamined the perspectives of language teacher educators who prepare these teachers to be English language teachers and who might provide sources of influence for the LTIs of transnational teachers-in-training. This thesis therefore contributes to the LTI literature by integrating the perspectives of both teachers-in-training (Chapters 3 and 4) and language teacher educators (Chapter 5) to develop a more comprehensive understanding of LTI. Integrating both perspectives can further our understanding of how the learning-to-teach experiences in an LTE program in an English-speaking country shape the ways in which transnational teachers-in-training represent their identities as language teachers. However, it

can also reveal how language teacher educators create space within their pedagogical practices to raise teachers-in-training's awareness of—and ability to develop—their own LTIs.

From a pedagogical standpoint, it is hoped that the insights obtained from this thesis will be able to assist language teacher educators to better understand the LTIs of transnational teachers-in-training. The findings may also encourage teacher educators to improve the learning-to-teach experiences of teachers-in-training, for instance, by designing teaching and assessment in ways that more effectively facilitate these teachers' professional development and LTI development. In addition, current and incoming transnational teachers-in-training may also benefit from the insights presented here. For instance, learning from the experiences of other transnational teachers-in-training could enhance their awareness of potential opportunities and challenges—such as identity-disrupting moments or tensions—that can arise from learning to teach in a context far removed from their home contexts. Such an awareness could be useful for helping teachers-in-training navigate their learning-to-teach experiences and their identity development journeys as language teachers.

## **1.8 Key terms**

Definitions of key terms used in this thesis are provided below, along with detailed explanations of terms presented in the manuscripts (Papers 1 to 4) (with corresponding thesis chapters).

### *Language teacher identity*

Language teacher identity (LTI) can be defined as “an interaction of how we see ourselves as language teachers (English language, bilingual, or foreign/world language teachers) and how others see us” (Varghese, 2017, p. 45).

*Identity-in-practice*

Identity-in-practice refers to how teachers' identities are developed, enacted and understood by themselves and others through their practices within educational and professional contexts, such as teaching practice and practice-based activities in teacher education (Trent, 2015; Varghese, 2017; Varghese et al., 2005). Thus, identity-in-practice involves how teachers reflect on their own and others' teaching practices, as well as how teachers envision their future teaching practices.

*Identity-in-discourse*

Identity-in-discourse refers to how teachers' identities are constructed, represented and understood by themselves and others primarily through language (Varghese, 2017; Varghese et al., 2005) and other non-verbal means of expression (Barkhuizen, 2024b; Maddamsetti, 2024). Thus, identity-in-discourse includes how teachers talk or write about themselves as language teachers (Lee, 2013) and this concept relates to the beliefs, values and discourses that teachers draw on to develop their identities (Trent, 2015; Varghese et al., 2005).

*Claimed identity*

Claimed identity refers to the identity that teachers acknowledge or assert for themselves, that is, how they perceive and position themselves as teachers (Fairley, 2020; Varghese et al., 2005).

*Assigned identity*

Assigned identity refers to the identity imposed on or ascribed to teachers by others—such as students, colleagues, or institutional and societal expectations—reflecting how teachers' identity can be influenced by external sources (Fairley, 2020; Varghese et al., 2005).

*Practised identity*

Practised identity refers to the identity teachers enact as they perform their professional roles and carry out their teaching in situated teaching contexts, that is, what they do in their day-to-day teaching (Barkhuizen & Mendieta, 2020; Fairley, 2020).

*Imagined identity*

Imagined identity refers to a “language teacher’s hopes and desires for the future” (Norton, 2017, p. 81). While this concept was originally developed to examine identities of language learners, it has been more recently applied in LTI research to understand the ways in which language teachers envision their professional futures (e.g., Barkhuizen, 2016a; Meihami, 2023; Norton, 2017).

*Identity alignment*

Identity alignment refers to the harmonious co-existence between different facets of identity (Arvaja, 2018; Yuan, 2020).

*Identity tension*

Identity tension refers to the conflict or dissonance either within a particular facet of identity or between different facets of identity (Fairley, 2020; Yuan, 2020).

*Discursive identity representation*

Discursive identity representation refers to how a person’s “different kinds of identities are produced in spoken interaction and written texts” (Benwell & Stokoe, 2006, p. 6). This takes place through language use and discourse; for example, teachers-in-training use language to write about their teaching beliefs, roles and practices in assessment tasks.

*Non-English-dominant teachers*

The term ‘non-English-dominant teachers’ refers to teachers of English who speak languages other than English as their first or dominant language. While these teachers are commonly

referred to in the literature as ‘non-native English-speaking teachers’ (NNESTs) (Griffiths, 2025; Llurda & Calvet-Terré, 2024; Moussu & Llurda, 2008; Selvi et al., 2024), the term ‘non-English-dominant’ is used in this thesis to move beyond a deficit-based, reductionist ‘native/non-native’ dichotomy.

### *Transnational teachers-in-training*

Transnational teachers-in-training refers to teachers-in-training who are engaged in study-abroad teacher education outside their country of origin, whether in-person in the host country or virtually through distance learning (Fairley, 2024; Liu & Li, 2025). Although these teachers are commonly referred to as ‘international students’ (e.g., Ilieva & Ravindran, 2018; Xuan, 2014), the term ‘transnational teachers-in-training’ is used in this thesis to acknowledge the varied and complex ways they navigate different languages, social norms and academic expectations across nation-state boundaries.

## **1.9 Thesis structure**

This research has been presented as a thesis with publications (see e.g., Paltridge & Starfield, 2023). According to the University of Sydney Thesis and Examinations Higher Degrees by Research Policy Part 6 – Thesis with Publications, this type of thesis includes one or more publications that have either been submitted for publication, are under review for publication, in press, or have already been published at the time the thesis is submitted for examination (The University of Sydney, 2015). As explained in the authorship contribution statements, the thesis contains four journal articles: one systematic literature review (Chapter 2) and three empirical studies (Chapters 3–5). The systematic literature review publication (Paper 1) forms the literature review chapter of the thesis while the empirical studies presented in Papers 2–4 form the findings chapters. All four papers (Papers 1–4) comprising the core chapters of this thesis are presented in their entirety and act as stand-alone chapters placed

between the Introduction and Conclusions chapters. Each paper can therefore be read independently and includes its own Introduction, Literature Review, Theoretical Framework, Methods, Findings, and Discussion and Implications sections. Thus, the reader can expect some overlaps in the descriptions of the methods sections of these papers, as well as in the explanation of the overarching theoretical framework of identity-in-practice and identity-in-discourse on which the empirical studies presented in Chapters 2 and 5 are based.

The thesis consists of six chapters, and an overview of the thesis structure is shown in Table 1.3 further below. The four manuscript-style core chapters (Chapters 2–5) are bookended by an Introduction chapter (Chapter 1) and a Conclusions and Implications chapter (Chapter 6). Although there are specific literature reviews in the stand-alone manuscripts presented in the empirical chapters, Chapter 2 serves as the main literature review chapter for the whole thesis. This chapter characterises the current state of existing research on identities of transnational non-English-dominant teachers undertaking university-based LTE programs in English-speaking countries. It also conducts a qualitative research synthesis of the existing research to identify key themes emerging from previous studies, to critically appraise this research and to suggest areas of future research. Some of these key themes and areas are addressed in the empirical investigations carried out in this thesis.

**Table 1.3***Overview of Thesis Structure*

<b>Chapter 1</b>	Introduction
<b>Chapter 2</b>	Systematic literature review  Paper 1: Identities of non-English-dominant teachers in transnational language teacher education: A systematic review (co-authored—I am the lead author)  <b><u>Published</u></b> as Moonthiya, I., & Stevenson, M. (2024). Identities of non-English-dominant teachers in transnational language teacher education: A systematic review. <i>Teaching and Teacher Education</i> , 149, 1–15. <a href="https://doi.org/10.1016/j.tate.2024.104707">https://doi.org/10.1016/j.tate.2024.104707</a>
<b>Chapter 3–5</b>	Findings
<b>Chapter 3</b>	Paper 2: Identities of non-English-dominant teachers-in-training: Alignments and tensions (single-authored)  <b><u>Published</u></b> as Moonthiya, I. (2024). Identities of non-English-dominant teachers-in-training: Alignments and tensions. <i>Journal of Language, Identity &amp; Education</i> , Advance online publication. <a href="https://doi.org/10.1080/15348458.2024.2392650">https://doi.org/10.1080/15348458.2024.2392650</a>
<b>Chapter 4</b>	Paper 3: Identities of non-English-dominant teachers-in-training: Written discursive representations (co-authored—I am the lead author)  <b><u>Under review</u></b> at <i>Asian-Pacific Journal of Second and Foreign Language Education</i>
<b>Chapter 5</b>	Paper 4: Integrating identity into language teacher education: Teacher educators' perceptions of their pedagogical practices (single-authored)  <b><u>Accepted for publication with minor revisions</u></b> at <i>Second Language Teacher Education</i>
<b>Chapter 6</b>	Conclusions and implications

The following chapters then collectively answer the research questions that have been presented here in Chapter 1, with each chapter focussing on specific research question(s): Chapter 3 addresses RQ1a and RQ1b; Chapter 4 addresses RQ2; and Chapter 5 addresses RQ3a and RQ3b. Each of the empirical findings chapters has its own theoretical framework and methods sections, and each contains detailed descriptions of the specific theory and research methods used in the study under discussion. That is, there is no separate theoretical framework or methodology chapter in this thesis to avoid unnecessary repetition. Chapter 6 concludes the thesis by providing an overview of the answers to the research questions, discussing the contributions of the thesis, suggesting the implications for theory and practice, and presenting directions for future research.

As shown in Table 1.3, the three papers in Chapters 2, 3 and 5 have either already been published or accepted for publication with minor revisions as journal articles, while the paper in Chapter 4 is under review in a peer-reviewed journal. With permission from their copyright holders, Chapters 2 and 3 are presented in this thesis in their reformatted published forms while Chapters 4 and 5 are presented in the forms in which they were submitted to their respective journals.

**CHAPTER 2. IDENTITIES OF NON-ENGLISH-DOMINANT  
TEACHERS IN TRANSNATIONAL LANGUAGE TEACHER  
EDUCATION: A SYSTEMATIC REVIEW**

Adapted version published as:

Moonthiya, I., & Stevenson, M. (2024). Identities of non-English-dominant teachers in transnational language teacher education: A systematic review. *Teaching and Teacher Education, 149*, 1–15. <https://doi.org/10.1016/j.tate.2024.104707>

Chapter 2 serves as a foundational chapter for the whole thesis by providing a systematic literature review of the existing empirical literature on identities of transnational non-English-dominant teachers undertaking university-based LTE programs in English-speaking countries. This chapter characterises the current state of existing research and conducts a qualitative research synthesis of existing research in order to identify key themes in the research findings, to critically appraise the existing body of research, and to suggest areas of future research.

## 2.1 Introduction

In recent decades, language teacher identity (LTI) has been employed as an analytical lens for understanding language teachers' professional lives and practices (Barkhuizen, 2019b; De Costa & Norton, 2016, 2017; Morgan, 2016; Richards, 2023). LTI can be defined in different ways (for a synthesis of definitions of LTI, see Barkhuizen, 2017a and Miller, 2009). LTI is understood in this thesis as “an interaction of how we see ourselves as language teachers (English language, bilingual, or foreign/world language teachers) and how others see us—a claimed and an assigned identity” (Varghese, 2017, p. 45). For example, English language teachers who embrace their multilingual communicative repertoires are likely to position themselves favourably as legitimate multilingual teachers rather than viewing themselves less favourably as non-native teachers of English. This claimed identity as multilingual teachers may be accepted or rejected by others (e.g., students, colleagues and hiring managers). Currently, there is recognition that developing a robust teacher identity “provides a framework for teachers to construct their own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society” (Sachs, 2005, p. 15).

There has been a proliferation of research in this area, and a number of literature reviews have already been conducted. These existing reviews have been predominantly concerned with LTI of second/foreign language teachers in general (e.g., Kayi-Aydar, 2019; Martel & Wang, 2015; Miller, 2009; Ng & Cheung, 2022; Sadeghi & Bahari, 2022; Sang, 2022) or with LTI of ‘non-native English-speaking teachers’ (‘NNESTs’) of English in specific teaching contexts (Cheung, 2015; Golzar, 2020; Yuan, 2019). These reviews have generated a wealth of insights about LTI construction in classroom contexts. However, to date, these reviews tell us little about the identities of language teachers who are undertaking language teacher education (LTE). LTE provides an important space for LTI construction (Banegas et al., 2022; Morgan, 2016; Prabjandee, 2020). The learning-to-teach experience in

teacher education is characterised as “the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become” (Britzman, 2003, p. 31). A growing number of studies on identities of language teachers have been undertaken in university-based LTE programs in English-speaking countries (Kayi-Aydar, 2019; Swearingen, 2019). Therefore, a systematic literature review of this body of research is timely and can enhance our understanding of how these teachers construct their LTIs during teacher education. This understanding is important given that LTI construction is now recognised as central to language teachers’ professional development and practice (Barkhuizen, 2017a; De Costa & Norton, 2017; Richards, 2023; Varghese et al., 2016).

This systematic literature review provides an in-depth research survey and a research synthesis of the existing research on identities of language teachers, with a specific focus on identities of non-English-dominant teachers of English who are undertaking transnational LTE programs in universities in English-speaking countries. The term ‘transnational’ is used to refer to language teachers who are engaged in LTE that takes place across nation-state boundaries, whether face-to-face or remotely (Fairley, 2024). The review focusses specifically on transnational language teachers engaged in LTE contexts, because learning-to-teach in unfamiliar contexts may amplify language teachers’ LTI construction, due to sociolinguistic, socioeducational and sociopolitical differences in the different contexts they traverse (Barkhuizen, 2022; Y. Gao, 2021). These differences may lead transnational language teachers to encounter unexpected, disorientating, or confronting experiences that can significantly facilitate or hinder their LTI construction (Ballantyne, 2024; Kudaibergenov & Lee, 2024). The review focusses specifically on English-speaking countries, due to the high level of internationalisation in these countries (Kong, 2019; Swearingen, 2019).

In this review, we refer to teachers of English from non-English-speaking backgrounds as non-English-dominant teachers. This term is used instead of the commonly used term ‘NNESTs’ to promote moving beyond a reductionist ‘native/non-native’ dichotomy. We concur with Ellis (2016a) and Selvi et al. (2024) that the terms ‘native’ and ‘non-native’ do not do justice to the complexity and diversity of language teachers’ communicative repertoires. We preference non-English-dominant teachers above other alternative terms, such as ‘bilingual/multilingual/plurilingual teachers’, because it reflects more fully teachers’ wealth of communicative repertoires and their sociolinguistic experiences as users of English, and because those other terms can also be applied to first-language teachers of English who speak more than one language. However, in reporting the findings of existing research, sometimes the terms ‘NNESTs’ and ‘native/non-native’ are used, so these terms are placed in inverted commas “in recognition of their ideological construction” (Holliday, 2006, p. 385).

## **2.2 Identity-in-practice and identity-in-discourse**

This systematic literature review employs Varghese et al.’s (2005) integrated perspective of identity-in-practice and identity-in-discourse as a theoretical lens. LTI construction is conceptualised as occurring through both practice (i.e., identity-in-practice) and discourse (i.e., identity-in-discourse) (Cross, 2020; Cross & Gearon, 2007; Reeves, 2018), which focus respectively on the experiential and the discursive aspects of LTI (Trent, 2012; Yazan, 2017). To capture the experiential and discursive aspects of LTI construction, Varghese et al. (2005) stressed the need to incorporate a focus on both identity-in-practice and identity-in-discourse into research agendas. More recently, Varghese (2017) has reiterated the relevance of these two perspectives, describing them as follows:

By drawing on identities in practice, the definition of language teacher identity rests on a sense of a core professional identity that is created by a set of individual experiences and material resources, and that changes and evolves as language teachers go through their teacher preparation program and through their classroom and school settings. On the other hand, identities in discourse capture a more poststructuralist definition that underscores the importance of language, power, and situatedness in this definition. (pp. 45–46)

Identity-in-practice is thus how teachers' identities are constructed, enacted and understood by themselves and others through their practices within the contexts in which they find themselves. These can be classroom practices, such as teaching and designing lesson plans, but can also be practices in teacher education, such as carrying out practice-based tasks. By engaging in these practices, teachers' identities are enacted and constructed and can become apparent to both the teachers themselves and to others (Barkhuizen, 2019a). The LTIs that develop as teachers engage in practices are seen as formed by the meanings they ascribe to such practices (Varghese, 2018). Identity-in-practice can be investigated by examining the enactment of LTI through observations and by exploring teachers' perceptions of their enacted LTIs and pedagogical practices through interviews (Huang & Varghese, 2015; Lee, 2013). Making a similar point, Kanno and Stuart (2011) characterised identity-in-practice in terms of *enacted identities* – those that are manifested in observable practices, such as teaching – and *narrated identities* – those that can be expressed through what teachers say about their practices. In this sense, narrated identities that are discursively constructed can be seen as an integral part of identity-in-practice because they are ways for teachers to verbally express the sorts of teachers they are or envision to become in relation to their practices.

In contrast to identity-in-practice, identity-in-discourse is how teachers' identities are constructed, enacted and understood by themselves and others primarily through language

and other non-verbal means of expression. Identity-in-discourse relates to language use, as “language (or discourse) is the tool through which representations and meanings are constructed and negotiated, and a primary means through which ideologies are transmitted” (Hawkins & Norton, 2009, p. 32). Thus, identity-in-discourse also relates to the ideologies, beliefs and values that construct and are constructed by language use. From a poststructuralist standpoint, identity is discursively constructed through language and discourses which are embedded in, and shaped by, the power dynamics within sociocultural contexts (Varghese, 2017). Identity-in-discourse can be examined through analysis of language resources that reflect aspects of identity (e.g., evaluative language and pronouns) and of other meaning-making aspects of identity representations (e.g., visual metaphors and drawing). Identity-in-discourse can also be examined through analysis of the influence of ideologies on identity (e.g., the role of the discourses of privilege and marginalisation in identity construction). The former is encapsulated in what Gee (2015a) describes as *little ‘d’ discourse*, and the latter in what Gee describes as *big ‘D’ Discourse*. However, it should be noted that it is not just through language, but also through other non-linguistic means of expression, such as styling and clothing, that identity is constructed and enacted (Block, 2017; Butler, 2011).

Identity-in-practice and identity-in-discourse are not mutually exclusive, as they influence each other in a symbiotic manner (Kanno & Stuart, 2011; Reeves, 2018; Trent, 2015). For example, an English teacher who holds a firm belief in translanguaging pedagogy (see Canagarajah, 2011) may resist the imposition of an English-only policy and instead design their lessons to encourage the use of learners’ home language and English (identity-in-practice). The same teacher may position themselves as a bilingual teacher, rather than accepting the commonly ascribed identity as an ‘NNEST’ (identity-in-discourse). Identity-in-practice and identity-in-discourse, then, should be investigated in unison to gain a richer

understanding of how they interact with each other in LTI construction (Varghese et al., 2005).

This integrated perspective was chosen for this systematic literature review because together it provides a robust framework that enables the recognition of the distinctive contributions of practices and discourses to LTI construction (Trent, 2015) and also because this integrated perspective is central to our current understandings of LTI (Nguyen et al., 2023; Trent, 2018). Identity-in-practice and identity-in-discourse have explicitly formed the theoretical backdrop for a number of studies by researchers affiliated with the work of Varghese et al. (2005) (e.g., Huang & Varghese, 2015; Varghese, 2018), but also by others (e.g., Derakhshan et al., 2024; Lee & Canagarajah, 2019; Racelis & Matsuda, 2015; Yuan & Mak, 2018; Zhang & Hwang, 2023). According to Barkhuizen (2019b), identity-in-practice and identity-in-discourse “serve as useful meta-labels for organising how we think about LTI” (p. 545). The use of this integrated perspective as a theoretical lens enables this systematic literature review to respond to calls for using a multidimensional and multifaceted framework for capturing the complexities of LTI (e.g., De Costa & Norton, 2017; Trent, 2012; Varghese, 2017).

### **2.3 Method**

A systematic literature review is “a way to synthesize research findings in a systematic, transparent, and reproducible way” (Snyder, 2019, p. 334). It is a research method that involves identifying, analysing, and evaluating all available relevant studies that meet predetermined selection criteria to answer research questions (Liberati et al., 2009). An advantage of conducting a systematic literature review, which follows transparent and stringent criteria, is the reduction of bias, thereby enhancing the trustworthiness of the outcomes of the review (Chong & Plonsky, 2021, 2024).

This systematic literature review is divided into two stages: a research survey and a qualitative research synthesis. The purpose of the research survey is to provide a characterisation of the existing research on identities of non-English-dominant teachers in transnational LTE programs in universities in English-speaking countries in terms of its bibliographic, demographic, theoretical and methodological features (see research question 1 below). The purpose of the research synthesis is to identify the most common themes in this body of research and to connect these to identity-in-practice and identity-in-discourse (see research question 2 below).

For the research survey in stage 1, the studies' characteristics were coded both deductively and inductively. The main categories were deductively coded, using categories that are commonly reported in the Methods sections of empirical studies: publication characteristics, research focus, theoretical frameworks, research contexts, methodological features and sample characteristics. The sub-categories were inductively coded, based on categories that emerged from the sample studies. The coding scheme is presented in Table 2.2 in section 2.3.4.

For the qualitative research synthesis in stage 2, the review employs Qualitative Research Synthesis (QRS) methodology, which is a type of systematic literature review that synthesises qualitative findings (Chong & Plonsky, 2021, 2024). As the bulk of the existing body of LTI research is qualitative (Sadeghi & Bahari, 2022), a methodological framework that enables the synthesis of qualitative findings is needed. The current review applies QRS by following the four methodological steps outlined by Shen and Chong (2023): (1) formulate research questions; (2) conduct literature search; (3) apply selection criteria; and, (4) extract and synthesize data. In the sections below, the four QRS steps are outlined.

### 2.3.1 Research questions

The following research questions guided this systematic literature review:

- (1) What are the characteristics of the existing research on identities of non-English-dominant teachers in transnational LTE programs in universities in English-speaking countries?
- (2) Which themes emerge from the findings of this existing research and how do these themes relate to identity-in-practice and identity-in-discourse?

### 2.3.2 Literature search

A systematic search was conducted to identify relevant literature. The following types of sources were used.

- a) Databases: Australian Education Index, British Education Index, Education Resources Information Center (ERIC), Informit, Linguistics and Language Behavior Abstracts (LLBA), and Social Sciences Citation Index (SSCI).
- b) Search engines: Google and Google Scholar.
- c) Search terms used: a combination of (language) teacher identity(ies); professional identity(ies); teacher training/education/preparation; and, identity categories (e.g., ‘NNEST’, ‘non-native’/non-English-dominant/bilingual/multilingual/plurilingual (student/pre-service/trainee) teacher). To be included, the search terms had to appear in either the title or the abstract.
- d) Relevant journals (those that publish research on (language) teacher identity in the fields of TESOL, applied linguistics, general education and related disciplines): e.g., *Journal of Language, Identity & Education*, *Language Teaching Research*, *System*, *Teaching and Teacher Education*, *TESOL Journal*, *TESOL Quarterly*, and *The Modern Language Journal*.

- e) Pertinent literature reviews: e.g., Cheung (2015), Golzar (2020), Kayi-Aydar (2019), Martel and Wang (2015), Sadeghi and Bahari (2022), Sang (2022), and Swearingen (2019).
- f) Manual searching of the reference lists of included publications to identify additional publications that may have been missed in the database search.

### 2.3.3 Selection criteria

The selection criteria for the inclusion and exclusion of studies in the systematic literature review are presented in Table 2.1. The table shows that the study includes research published between 1990 and 2022, as very little LTI research was conducted prior to the 1990s. The 1990s marks the arrival of the social turn in applied linguistics (Block, 2003), a period in which scholars turned the spotlight on language teachers' inner worlds, including their cognition and identities (Kubanyiova & Feryok, 2015). Table 2.1 also shows that research with a mix of participants from English-speaking and non-English-speaking backgrounds was included only if researchers provided sufficient information to indicate which participants were from non-English-speaking backgrounds and provided specific findings that could be directly linked to these participants.

In addition, Table 2.1 shows that research on in-service teaching in schools and on short-term intensive teacher training courses, such as the Certificate in Teaching English to Speakers of Other Languages (CELTA), was excluded, as the study confined itself to LTE programs in university settings. Table 2.1 also shows that research on identities of teachers of languages other than English was also excluded, because the main bulk of LTI research conducted to date has been about English language teachers (Gallardo, 2019), particularly those commonly referred to as 'NNESTs' (Appleby, 2016). Although there are emerging publications on teachers of other languages, we restricted our review to non-English-dominant teachers in transnational LTE programs in university settings in English-speaking

countries to maintain the contextual focus and to create a manageable database.

**Table 2.1**

*Inclusion and Exclusion Criteria*

<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
Publication type	Primary empirical research	Secondary/non-empirical research (e.g., theoretical papers, review papers, commentaries, editorials)
Publication outlet	Research published in peer-reviewed journals, book chapters, or reports	Research published in other outlets (e.g., conference presentations, dissertations)
Publication language	Research published in English	Research published in languages other than English
Publication year	1990 – 2022	Before 1990
Research participants	English language teachers of non-English-dominant backgrounds	English language teachers of English-dominant backgrounds and teachers of other languages
Research context	Research conducted while participants were in English-speaking countries undertaking LTE programs in university settings	Research on short-term intensive courses, such as the CELTA; research conducted in in-service school settings

A screening search yielded a total of 71 potential studies. However, following Chong and Reinders (2021), we employed two levels of screening. In the first level of screening, the first author read titles and abstracts to mark each potential study as ‘include’, ‘exclude’, or ‘maybe’. Thirteen studies were excluded at this stage, as they turned out not to be about LTE in university settings, reducing the sample to 58 studies. For example, studies by Dimitrieska (2024) and Morton and Gray (2010) were excluded because they focussed on short-term intensive teacher training courses, and studies by Huang (2014), Huang and Varghese (2015) and Santoro (1997) were excluded because they were conducted in schools, rather than in LTE programs.

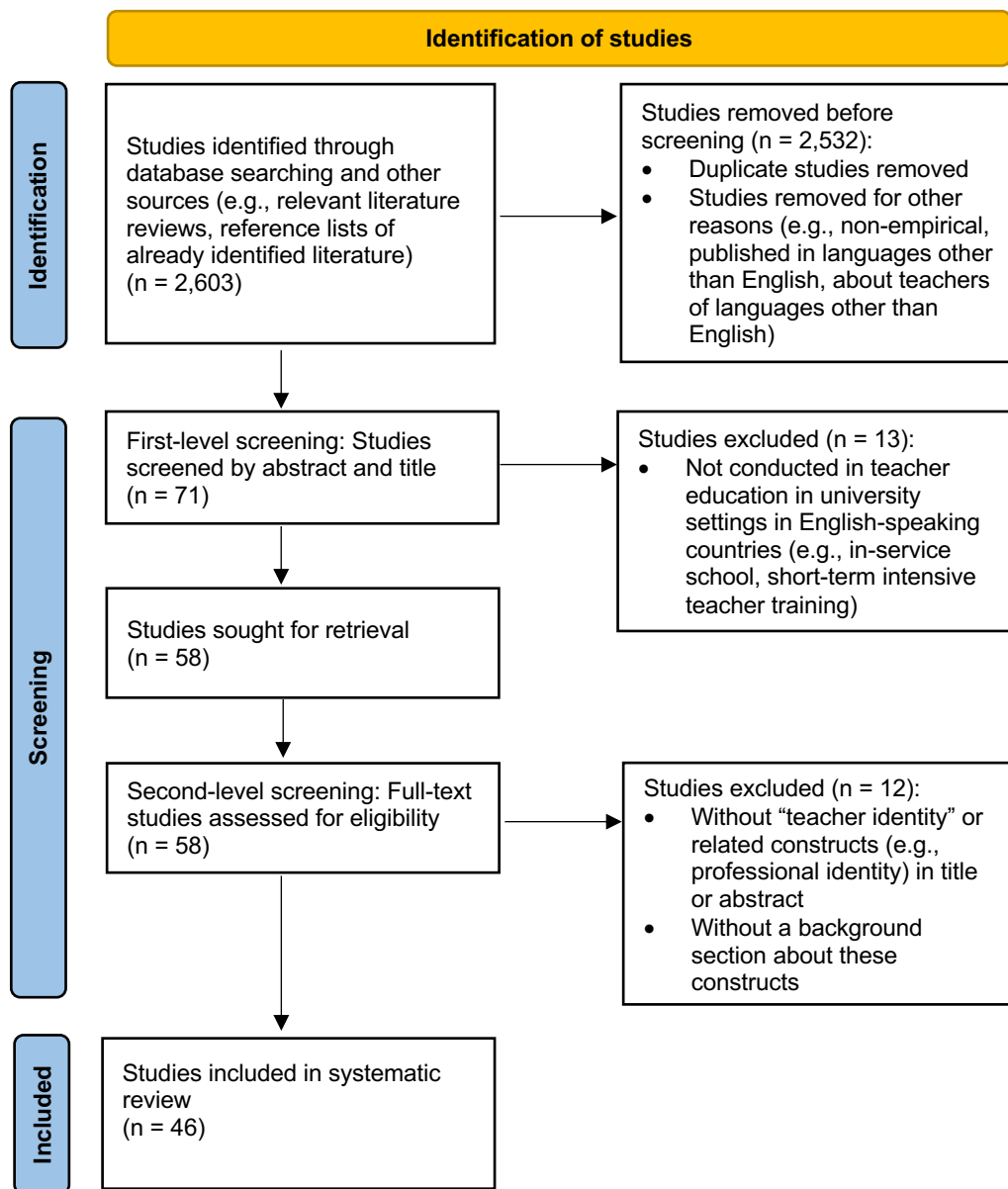
In the second level of screening, eight studies marked with ‘maybe’ were examined more closely to evaluate their relevance based on the selection criteria. Two additional criteria were applied at this stage to ensure that the included studies explored LTI as a research construct, rather than merely referring to it in a general sense. These criteria were:

(1) Must have “(language) teacher identity” or related terms (e.g., professional identity/ies) in the title or abstract.

(2) Must have a background section that explicitly discusses this/these construct(s).

The application of these two criteria led to the exclusion of a further 12 studies. Thus, ultimately, a total of 46 studies were identified that met all the selection criteria. Figure 2.1 below shows the literature search and selection process of this systematic literature review (adapted from Page et al.’s (2021) PRISMA flow diagram).

Figure 2.1

*Literature Search and Selection Process*

## 2.3.4 Data extraction and synthesis

### 2.3.4.1 *Coding of research survey*

To obtain an overview of the research domain (research question 1), a coding scheme for analysing the characteristics of the sample studies was developed. Coding in an Excel spreadsheet allowed us to generate “a systematic map” (Macaro, 2020, p. 234) that provided information about the theoretical and methodological approaches and a profile of diverse groups of participants in various contexts. Table 2.2 below shows the coding categories and the coding options within each category. The frequencies for each of the coding categories were calculated to provide the characteristics of the sample.

To identify the research focus of the reviewed studies, purpose statements in the abstract or the introduction of each publication were extracted, because these, according to Crosthwaite et al. (2022), best capture the research focus of a particular study. Studies that explored the professional teacher identity of English teachers were categorised as “professional teacher identity”. Studies in the category “linguistic identity” focussed on how the teacher participants perceive themselves and/or are perceived by others on the basis of their linguistic identities, such as ‘non-native’ or multilingual. The “university student” category includes studies that investigated academic or institutional identity, whereas the “student teacher” category focusses on studies that examined the identity construction of teachers-in-training or pre-service teachers. Finally, the “other identities” category refers to examination of gendered or family identities. As with most classification efforts, some studies explicitly stated their research focus and could be easily categorised, while others were far less explicit. In such cases, the authors discussed the research focus to reach a consensus.

**Table 2.2***Coding Scheme for Overview of the Sample Studies*

<b>Coding categories</b>	<b>Coding options</b>
<b><i>Publication characteristics</i></b>	
Publication year	1990 – 1999; 2000 – 2009; 2010 – 2022
Publication type	Peer-reviewed journal article; book chapter; report
<b><i>Research focus</i></b>	
	Linguistic identity; professional teacher identity; university student identity; student teacher identity; other identities
<b><i>Theoretical framework</i></b>	
	Critical/poststructuralist perspectives; sociocultural perspectives; discourse-oriented approaches; identity-in-practice and identity-in-discourse; other; unspecified
<b><i>Research context</i></b>	
Country of program	The US; Australia; Canada; the UK; New Zealand
Setting	Short-term study-abroad (STSA); diploma; bachelor; master's; PhD
<b><i>Methodological features</i></b>	
Methodology	General qualitative research; narrative inquiry; case study; ethnography
Data source	Interviews/focus groups/conversations; observations/recordings of interactions; surveys/questionnaires; written texts; documents; arts-informed techniques; storytelling; email correspondence; social media; think-aloud protocols/stimulated recall
<b><i>Sample characteristics</i></b>	
Participants	International student; local student (migrant); local student (non-migrant); other (teacher educator/mentor/faculty member)
Number of home country of participants	Single home country; two home countries; multiple home countries; unspecified
Origin of participants	Asia; Australia; Europe; The Middle East; Africa; North America; Central/South America; unspecified
Gender	Female; male; female and male; unspecified
Sample size	1; 2 – 5; 6 – 10; 11 – 20; more than 20

The first author coded all of the sample studies, and in order to establish inter-rater reliability, the second author also coded one third of the sample studies. Cohen's Kappa was used to calculate the inter-rater reliability. Cohen's kappa was chosen because the data was categorical (Roever & Phakiti, 2018). The kappa values were 1.00 for the publication characteristics, the research contexts and the sample characteristics, 0.84 for the research foci and the theoretical frameworks, 0.78 for the methodology and 0.70 for the data sources. According to Roever and Phakiti (2018), values of 0.70 and above indicate an acceptable level of agreement between the two coders. Any disagreements were resolved through discussion.

#### ***2.3.4.2 Qualitative research synthesis***

The synthesis of recurring themes from the findings of the sample studies (research question 2) was carried out in NVivo 12 and followed the four stages recommended by Major and Savin-Baden (2010): (1) identification of the findings, (2) analysis, (3) synthesis and (4) interpretation. In the first stage, the research findings contained in the findings and discussion sections of the sample studies were identified. Findings could be either "raw data", that is, verbatim transcriptions of data provided by research participants, or "interpreted findings", that is, the sample study authors' interpretations of their findings (Chong & Plonsky, 2021, p. 1030). In the second stage, the analysis involved both inductive and deductive coding, driven by both the emergence of patterns from the extracted findings themselves and the framework of identity-in-practice and identity-in-discourse. Inductive coding began with repeated reading of the extracted findings to identify patterns of meaning, followed by deductive coding to ensure that the data were coded in relation to the adopted framework. Any extracted findings that did not match the deductive codes were coded inductively to ensure no recurring patterns were overlooked. The analysis at this stage generated twenty sub-themes.

In the third stage, the synthesis involved synthesising the sub-themes to create themes. Twenty sub-themes that shared similarities in terms of content were deductively grouped into eight themes with reference to identity-in-practice and identity-in-discourse. For example, “influence of practicum experiences on LTI” and “influence of mentoring relationships on LTI” were grouped into “influence of teaching-related practices in practicum schools on LTI”. The final stage, the interpretation stage, involved establishing connections between the themes to develop abstract overarching themes and linking these overarching themes to identity-in-practice and/or identity-in-discourse. The overarching themes were linked to identity-in-practice if they related to experiential and performative aspects of identity construction through practical practices and interactions, and to identity-in-discourse if they related to discursive and ideological aspects of identity construction through language and discourse. The overarching themes are the authors’ interpretations that explain how these themes relate to identity-in-practice and/or identity-in-discourse. Ultimately, four overarching themes emerged from the aggregation of the eight themes. Table 2.6 in section 2.4.2 shows the sub-themes, themes and overarching themes emerging from the synthesis. The number of contributing publications for the overarching themes was derived from the sum of the number of individual publications which were grouped together from sub-themes and themes to form the overarching themes.

To enhance the trustworthiness of the QRS, the authors had ongoing discussions about the development of the themes and the first author made any resulting adjustments needed. According to Chong and Plonsky (2024), such an approach to trustworthiness is appropriate for a systematic literature review study which synthesises qualitative findings of a complex construct, as is the case for the current systematic literature review.

## 2.4 Findings

### 2.4.1 Research survey

In answer to research question 1, this section provides a research survey of the sample studies in terms of publication characteristics, research foci, research contexts, theoretical, and methodological features and sample characteristics. Table 3 shows that most of the studies were conducted between 2010 and 2022. The earliest study identified in the literature search was Brutt-Griffler and Samimy (1999). In the early 1990s, identity research in applied linguistics focussed predominantly on language learners, and it was not until the late 1990s that researchers brought to the fore the identities of language teachers (Kayi-Aydar, 2019). Since the 1990s, the increasing number of studies on LTI indicates that this has become a growing field of academic endeavour. Table 2.3 also shows that the majority of studies have appeared in peer-reviewed journals, with the remaining studies being published as book chapters (e.g., De Costa, 2015; Miller, 2007), with the exception of a single study published as a report (i.e., Johnson, 2001).

**Table 2.3***Characteristics of Publications, Research Foci and Research Contexts*

<b>Publication year</b>	<b>n</b>
2010 – 2022	35
2000 – 2009	10
1990 – 1999	1
<b>Publication type</b>	<b>n</b>
Journal article	39
Book chapter	6
Report	1
<b>Research focus</b>	<b>n</b>
Professional teacher identity	38
Linguistic identity	20
Student teacher identity	6
University student identity	4
Other identities	1
<b>Country of program</b>	<b>n</b>
The US	24
Australia	16
Canada	3
The UK	2
New Zealand	1
<b>Setting</b>	<b>n</b>
Master's	33
PhD	6
Master's & PhD	3
Short-term study-abroad	2
Bachelor	1
Bachelor & Diploma	1

In addition, Table 2.3 shows that the primary focus of research has so far been on professional teacher identity, which is the overall teacher identity of English language teachers (e.g., Trent, 2011; Urzúa & Vásquez, 2008). The second most common focus has been on linguistic identity, which is specifically how teachers view themselves and/or are viewed in relation to being ‘non-native’ or bilingual teachers (e.g., Aneja, 2016; Golombek & Jordan, 2005). Nearly half of the sample studies included the examination of more than one kind of identity, with a dual focus on professional teacher identity and linguistic identity being the most common (e.g., Bernat, 2008; Johnson, 2001). It is important to note that, as Block (2013) points out, different kinds of identity are not “bordered entities” (p. 19). Rather, they are closely related, so this makes it unlikely that researchers would focus exclusively on one kind of identity, even if their primary focus was on a particular kind of identity.

Table 2.3 also shows that the majority of studies were conducted in LTE programs in universities in the US (e.g., Park, 2015; Wolff & De Costa, 2017) or Australia (e.g., Kong, 2014; Nguyen, 2017), with the remaining studies conducted in Canada (e.g., Ilieva, 2010; Ilieva & Waterstone, 2013), the UK (e.g., Bailey & Evison, 2020; Tekin, 2019) and New Zealand (e.g., Wette & Barkhuizen, 2022). Other English-speaking countries and countries with English as an official language are not represented. Lastly, Table 3 shows that most of the research was conducted in Master’s programs (e.g., De Costa, 2015; Pavlenko, 2003). For the most part, research has been conducted in a single LTE program. Only three studies involved more than one LTE program in different universities (e.g., Bailey & Evison, 2020; Le Ha, 2007; Le Ha & Que, 2006).

Table 2.4 shows that the majority of the sample studies have drawn on either critical/poststructuralist perspectives (e.g., Kim, 2011; Xuan, 2014) or sociocultural perspectives (e.g., Johnson, 2001; Nguyen & Dao, 2019). These perspectives are closely aligned with each other in challenging essentialist notions of identity as being singular, static

and coherent. Critical/poststructuralist perspectives encompass a range of theories and concepts, such as Norton's (2000) constructs of identity and investment and Bakhtin's (1986) dialogism. Sociocultural perspectives also include a range of theories and concepts, such as Wenger's (1998a) community of practice (e.g., Hsieh et al., 2021; Tekin, 2019) and Vygotskian sociocultural theory (Reis, 2011b; Shahri, 2018). In nearly half of the included studies (n = 19), researchers used a combination of theoretical perspectives (e.g., Ilieva & Ravindran, 2018; Samimy et al., 2011).

Table 2.4 also shows that only five studies (e.g., Fan & de Jong, 2022; Trent, 2011) explicitly adopted Varghese et al.'s (2005) integrated perspective of identity-in-practice and identity-in-discourse. Only four studies (e.g., Miller, 2007; Supasiraprapa & De Costa, 2017) drew on discourse-oriented approaches, such as Gee's (2005) discourse analysis and Hyland's (2018) metadiscourse. This means that there is little research that has examined *little 'd'* discourse (i.e., language use) in relation to LTI. The 'Other' category involves frameworks that do not fit neatly into any category. For example, in the work of Le Ha (2007) and Le Ha and Que (2006), non-western perspectives on identity were adopted that are predicated on somewhat different ontological and epistemological assumptions from western conceptualisations of identity (see Yin, 2018 for a discussion of western and non-western perspectives on identity).

**Table 2.4***Theoretical Perspectives and Methodological Features*

<b>Theoretical perspectives</b>	<b>n</b>
Critical/poststructuralist perspectives	21
Sociocultural perspectives	18
Discourse-oriented approaches	4
Identity-in-practice and identity-in-discourse	5
Other	5
Unspecified	4
<b>Methodology</b>	<b>n</b>
Narrative inquiry	17
Case study	15
General qualitative research	12
Ethnography	2
<b>Data source</b>	<b>n</b>
Self-report data	48
Textual data	40
Observational data	14
Arts-informed data	2

In addition, Table 2.4 shows that all of the sample studies are qualitative. Narrative inquiry (e.g., Fan & de Jong, 2019; Zacharias, 2010), case study (e.g., Burri et al., 2017; Fotovatian, 2010) and general qualitative research (e.g., Wette & Barkhuizen, 2022; Zacharias, 2017) have been commonly used, with the exception of two studies using ethnography (i.e., Hsieh et al., 2021; Samimy et al., 2011). Unsurprisingly, there are no quantitative studies in the sample. Teacher identity research, in general, and LTI research, in particular, has commonly employed qualitative approaches (Hong & Cross Francis, 2020; Sadeghi & Bahari, 2022), presumably due to the perceived limitations of quantitative approaches for capturing the complexities of (language) teacher identity and the absence of quantitative instruments for measuring (language) teacher identity (Hanna et al., 2019).

Table 2.4 also shows four types of data that were collected in the sample studies: self-report, textual, observational and arts-informed data. It should be noted that most studies ( $n = 38$ ) included multiple data sources. Self-report data were the most frequently used data source. These included interviews ( $n = 40$ ), focus groups ( $n = 7$ ), questionnaires ( $n = 5$ ), storytelling ( $n = 1$ ), stimulated recall ( $n = 1$ ) and reflective video diaries ( $n = 1$ ). The second most common data source was textual data, which included written texts ( $n = 27$ ), such as reflective journals and assignments, in addition to digital texts ( $n = 6$ ), such as emails and on-line discussion boards. Some of the textual data were researcher-solicited texts specifically created to elicit research data while others were naturally occurring texts in the research settings, such as assignments. In terms of analysis, textual data was typically thematically analysed to find recurring themes that related to identities. As mentioned, fine-grained linguistic analysis was conducted in only a few studies (e.g., Supasirapapa & De Costa, 2017; Urzúa & Vásquez, 2008). These studies examined the linguistic indexing of identities in the language choices made by the teachers themselves and/or by others.

Table 2.4 shows that observational data were employed in nearly one third of the sample studies (e.g., Aneja, 2016; Reis, 2011a), but this was generally only used to provide contextual information. Only a handful of studies actually analysed recordings of oral interactions (i.e., Urzúa & Vásquez, 2008). Lastly, Table 2.4 shows that only two studies (i.e., Bernat, 2008; Ilieva, 2010) integrated arts-informed methods, such as collage and poetry, into their methodological design.

Table 2.5 provides an overview of the sample characteristics. As can be seen, the teacher participants who were enrolled as students in LTE programs at universities were mainly international students, followed by local non-migrant students and then local migrant students. Of the 46 sample studies, thirteen studies (e.g., Brown & Miller, 2006; Pavlenko, 2003) included more than one of these types of teacher participants. Only four studies (e.g., Nguyen & Yang, 2018; Nguyen, 2017) included significant others, such as teacher educators, supervising teachers, school mentors, faculty members and administrators.

Table 2.5 shows that teachers from Asia are by far the most frequently represented. The table also shows that half of the sample studies included teachers from more than one home country (e.g., Aneja, 2016; Park, 2015), and the other half focussed solely on teachers from the same home country. In addition, Table 2.5 shows that many of the studies had very small samples: one third of the sample studies had a sample size of 2–5 teacher participants (e.g., De Costa, 2015; Golombek & Jordan, 2005) and a number of studies included one participant only (e.g., Fan & de Jong, 2019; Park, 2012). Only a few studies included a sample size of more than 20 participants (e.g., Ilieva & Ravindran, 2018; Pavlenko, 2003). Lastly, Table 2.5 shows that there is greater inclusion of female participants, likely reflecting the predominance of females in the profession of language teaching.

**Table 2.5***Characteristics of Participants*

<b>Type of participants</b>	<b>n</b>
International students	41
Local students (non-migrant)	11
Local students (migrant)	6
Significant others	4
<b>Origin of participants</b>	<b>n</b>
Asia	38
Europe	8
The Middle East	8
Central/South America	6
North America	5
Australia	5
Africa	1
Unspecified	1
<b>Number of home country of participants</b>	<b>n</b>
1	24
>2	16
2	5
Unspecified	1
<b>Sample size</b>	<b>n</b>
2 – 5	16
1	13
11 – 20	7
>20	6
6 – 10	4
<b>Gender</b>	<b>n</b>
Female & male	23
Female	19
Male	2
Unspecified	2

### 2.4.2 Qualitative research synthesis

In answer to research question 2, this section presents the overarching themes emerging from the research synthesis and connects these overarching themes to identity-in-practice and/or identity-in-discourse. The four overarching themes are: multiplicity and fluidity of identities, ideological construction of identities, experiential construction of identities, and discursive positioning of identities. Multiplicity and fluidity of identities refers to the multifaceted, dynamic and situated nature of identities that are shaped by practices in which teachers engage and discourses to which they are exposed in particular contexts, and thus relates to both identity-in-practice and identity-in-discourse. Ideological construction of identities emphasises the role of discourses and ideologies in identity construction (identity-in-discourse). Discursive positioning of identities pertains to the analysis of language resources that are indexical of identities (identity-in-discourse). Experiential construction of identities highlights identity construction and enactment through engagement with concrete practices (identity-in-practice)

Table 2.6 shows that multiplicity and fluidity of identities has the most contributing publications, while discursive positioning of identities has the fewest. When combined, ideological construction of identities and discursive positioning of identities have more contributing publications than experiential construction of identities, providing an indication that existing research has given somewhat more attention to identity-in-discourse than to identity-in-practice.

**Table 2.6***QRS Themes (n = Number of Contributing Publications)*

<b>Sub-themes</b>	<b>Themes</b>	<b>Overarching themes</b>	<b>n</b>
Identity shift in shifting contexts Negotiating and reconciling conflicting identities The co-construction of identities and agency	Identity negotiation in response to context	Multiplicity and fluidity of identities	39
Personal biographies Imagined identities Imagination of future teaching practices Awareness of contextual constraints on imagined identities	Influence of past histories and imagined identities on LTI		
Influence of deficit disciplinary discourses on LTI Influence of empowering disciplinary discourses on LTI Influence of national/cultural discourses on LTI	LTI as influenced by disciplinary/counter-disciplinary discourses LTI as influenced by social/national discourses		
Influence of practicum experiences on LTI Influence of mentoring relationships on LTI Links between LTI and emotions	Influence of teaching-related practices in practicum schools on LTI	Experiential construction of identities	26
LTI as pedagogical tools No or limited influence of identity-oriented pedagogical tools on LTI	LTI in LTE pedagogy		
Negative self-perceptions based on perceived English deficiency The use of evaluative language to express identities and values The use of pronouns to distinguish between self and others	Interaction between self-positioning and positioning-of-others	Discursive positioning of identities	12
Influence of other people's perceptions on teachers' LTI Marginalising discourse by others to describe teachers' identities	Positioning-by-others		

### ***2.4.2.1 Multiplicity and fluidity of identities***

The frequency of this overarching theme affirms the prevalence of poststructuralist conceptualisations of identity, whereby identity is viewed as dynamic, multiple and fragmentary (Barkhuizen, 2017a; De Costa & Norton, 2017). Multiplicity and fluidity of identities relates to both identity-in-practice and identity-in-discourse, because, according to Kanno and Stuart (2011) and Varghese et al. (2005), teachers' multiple and fluid identities are (re)negotiated and (re)constructed in response to both the practices in which they engage and the discourses to which they are exposed in different contexts. Within the overarching theme of multiple and fluid identities, two themes emerged: identity negotiation in response to context and the influence of past histories and imagined identities on LTI construction.

The sample studies indicated that when teachers move from one context to another, they exert agency to negotiate pre-existing and newly forged identities (e.g., Tekin, 2019; Xuan, 2014). With respect to identity-in-practice, according to Yuan et al. (2022), when teachers take on different roles and perform different tasks in response to contextual demands in different contexts, their identities are constructed and enacted through their engagement with practices in situ. In terms of identity-in-discourse, according to Singh and Richards (2006), different contexts are not neutral, but value-laden, with personal and institutional agendas. Thus, teachers take up or resist discourses available in different contexts in their identity negotiation. As Foucault (1972, as cited in Benwell & Stokoe, 2006) contends, identity is viewed "as the product of dominant discourses that are tied to social arrangements and practices" (p.30).

The findings suggest that teachers do not build their LTIs from scratch, but rather draw on both their past histories and imagined identities to construct their LTIs. Nine studies (e.g., Kim, 2011; Trent, 2011) found that LTI is deeply rooted in teachers' prior language teaching and learning experiences and linguistic histories or what Ellis (2016a) calls

“languaged lives” (p. 599). These lived and situated experiences relate to identity-in-practice, because they take place in the actual practices of language learning and teaching language that teachers are involved in (e.g., use of translanguaging inside and outside school). However, it is not just through past histories, but also through imagination that LTI is constructed. As noted by Shin and Rubio (2023), “identities are shaped by the memories of previous experiences and different meanings given to them as well as by the fantasies of the future” (p. 193). The construct of imagined identities has been a well-documented area, with 17 contributing studies (e.g., Burri et al., 2017; Tangen et al., 2017). The construct of imagined identities stresses that how teachers view themselves in the future affects how they currently view themselves and their current practices (Barkhuizen & Mendieta, 2020; Norton, 2017). Thus, this relates to identity-in-practice, because teachers’ forward-thinking informs their practices and also because it is through enactment in practice that teachers actualize their imagined identities. One common imagined identity reported in six studies (e.g., Ilieva, 2010; Zacharias, 2017) is an agent of change in the local teaching context, which means that teachers saw themselves as practitioners who challenged the status quo. However, despite their professional visions for the future, the teachers in these studies were keenly aware of restrictions imposed by educational systems and institutional policies that may create barriers to the enactment of their imagined teacher identities. Thus, LTI involves a negotiation between teacher agency and external influences, the result of which may be in consonance with or in opposition to teachers’ imagined identities.

#### ***2.4.2.2 Ideological construction of identities***

Ideological construction of identities (e.g., Flores & Rosa, 2015; Holliday, 2006) is about the role of discourses in the construction of identities, as “discourses are socially valued ways of talking, thinking and acting” (Clarke, 2008, p. 25) on which individuals draw to craft their identities. Ideological construction of identities is intimately tied to identity-in-discourse,

because LTI is constructed discursively through teachers' exposure to, utilisation of and resistance to language ideologies and educational discourses (e.g., standard language and learner-centredness). As noted by Song (2016) and Varghese and Snyder (2018), LTI construction involves reproducing or appropriating ideological discourses, on the one hand, and questioning or problematising them, on the other hand. These choices have ramifications for the ideological construction of identities and are evident in the current review. Two themes, each of which represent two broad types of discourses that underpin teachers' ideological construction of their identities, were identified in the sample studies: a theme about disciplinary/counter-disciplinary discourses and a theme about social/national discourses. The former is patterns of thinking, valuing, doing, and interacting that are related, but not restricted, to LTE, such as multilingualism and native-speakerism. The latter is everyday discourses associated with particular national or cultural ideologies.

In terms of disciplinary discourses, deeply entrenched deficit discourses in LTE, notably native-speakerism, have been reported in a number of studies (n=18) as a significant impetus for LTI construction for non-English-dominant teachers (e.g., Kim, 2011; Xuan, 2014). Native-speakerism, which is "an ideology that upholds the idea that so-called 'native speakers' are the best models and teachers of English" (Holliday, 2005, p. 6), has been found to place non-English-dominant teachers on the margins of the profession. For non-English-dominant teachers, framing themselves within native-speakerism is fraught with difficulties in claiming professional legitimacy, due to the privileged status of the 'native speakers' (e.g., Fotovatian, 2015; Miller, 2007).

In contrast, exposure to counter-disciplinary discourses during LTE, such as multi-competence (see Cook, 1995), multilingualism (see May, 2014) and translingualism (see Canagarajah, 2012b), was also found in a number of studies (n= 18), which opened up possibilities for non-English-dominant teachers to challenge deficit-based discourses and

(re)construct themselves as legitimate teachers. These counter-discourses represent resistance to monoglossic ideologies and practices and offer empowering ways of thinking that enable traditionally marginalised language speakers to value their multilingual communicative repertoires and to assert their identities as multilinguals. As reported in Bailey and Evison (2020), Golombek and Jordan (2005), Park (2009), and Samimy et al. (2011), once exposed to new ways of seeing themselves during LTE, non-English-dominant teachers began to challenge prevailing discourses and asserted their identities as legitimate teachers. In particular, they compensated for their feelings of vulnerability by drawing on their professional competence, contextual knowledge and prior English learning experiences. Beyond seeing themselves more positively, the teachers in Golombek and Jordan (2005), Ilieva and Ravindran (2018), Pavlenko (2003), Reis (2011a, 2011b) and Xuan (2014) also expressed a desire to liberate their second language learners from ‘native/non-native’ confinement. Taken together, these themes pertaining to disciplinary/counter-disciplinary discourses relate to identity-in-discourse, because the teachers’ identities are ideologically constructed as they take up counter-disciplinary discourses (e.g., multilingualism) to question or disrupt deficit disciplinary discourses (e.g., native-speakerism). These counter discourses have been drawn on as resources by which the teachers position themselves and others.

Some sample studies examining disciplinary discourses have attempted to demystify “the native speaker myth” (see Phillipson, 1992). One notable example is Aneja (2016), in which the author problematises the ‘native/non-native’ binary and proposes the concept of ‘(non)native speakering’ as a frame to elucidate “how sedimented notions of languages and identities emerge at the nexus of multiple shifting discourses that are in constant negotiation and conflict” (p. 577). The author demonstrates how her participants, whose identities either correspond to—or deviate from—the dichotomy, reconstruct their identities. Ortaçtepe (2015) makes a similar point, arguing that this static dichotomy is inadequate in capturing and

describing the complexities of language teachers' identities. Collectively, this line of inquiry represents a laudable attempt to move beyond essentialism and "the colonial legacy of a native speaker fallacy" (Morgan, 2004, p. 172).

In addition to a focus on disciplinary/counter-disciplinary discourses, the relationship between teachers' LTI construction and social/national discourses associated with specific national or cultural ideologies has been the focus of attention in seven studies (e.g., Kong, 2014; Zacharias, 2017). These studies typically have one or more participants from the same ethno-linguistic background, with one or more researchers also coming from the same background as the participant(s). This allows the researcher(s) to delve into national/cultural ideologies associated specifically with participants from particular sociocultural and sociopolitical contexts. Le Ha (2007), for example, focussed on Vietnamese teachers during their LTE in Australia and found that they relied strongly on their sense of sameness and Vietnamese values (e.g., showing respect for teachers) to make sense of new values and practices to (re)negotiate their LTIs. Yet, this finding is contrary to Hsieh et al. (2021), who found that their teacher participant's national affiliation as Taiwanese did not seem to be strengthened while undertaking LTE in Australia, but rather her globalised multilingual identity was fostered.

#### ***2.4.2.3 Experiential construction of identities***

Experiential construction of identities relates closely to identity-in-practice, because it embodies what Lee (2013) describes as "identity as pedagogical performance" (p. 332), that is, how teachers enact and construct their teacher identities through practical engagements with day-to-day teaching and learning-to-teach activities in LTE programs. The practices teachers enact and the identities they perform do not operate in a vacuum. Rather, they are shaped by professional discourses that attribute particular values and meanings to teacher dispositions, as well as by the institutional and social structures in which they work (Huang &

Varghese, 2015; Uştuk & Yazan, 2024b). Experiential construction of identities encompassed two themes: the influence of teaching-related practices in practicum schools on LTI and LTI in LTE pedagogy.

A number of studies (n=9) (e.g., Brown & Miller, 2006; Park, 2012) explored the relationship between teaching practicums and LTI construction, revealing that field experiences during LTE are fertile identity forming sites where LTI begins taking shape. The relationship between practicum experiences and LTI construction pertains to identity-in-practice, because teachers' identities are enacted and constructed as they perform the actual practice of teaching in interaction with relevant others (e.g., mentor teachers, learners and student teacher peers) in their school contexts. Studies have reported on the positive and negative outcomes of engagement with teaching practicums and of mentoring relationships on LTI. On the positive side, studies by Burri et al. (2017), Fan and de Jong (2022), Maddamsetti (2020) and Park (2012) found that the validation and support offered during the practicum by others, such as mentors, students and peers, allowed teachers-in-training to establish themselves as competent teachers. In contrast, Nguyen (2017) and Nguyen and Yang (2018) revealed the mismatch between teachers-in-trainings' teaching-related beliefs and expectations and those of their school mentors or university supervisors. They concluded that power asymmetries between teachers-in-training and trainers were a hindrance to the enactment of teachers-in-training's desired teaching approaches and thus a constraint on their aspired teacher identities.

An emerging area of research is the links between LTI and teacher emotions. Shahri (2018) found that the LTI construction of an ESL teacher from Türkiye undertaking LTE in the US was grounded in emotionally-charged teaching experiences: emotions associated with these experiences influenced how she enacted teacher identities and practices. A similar study by Wolff and De Costa (2017) examined the relationship between emotions and subsequent

LTI construction of a teacher from Bangladesh during her teacher education in a US-based MA TESOL program. They found that the discomfiting emotions she experienced during her teaching practicums acted as a catalyst for her to construct a positive LTI. Taken together, these findings suggest that not only are emotions responses to teaching practices, but they also contribute to teachers' (re)construction of identities in practice.

A number of studies (n=9) (e.g., Flores & Aneja, 2017; Pavlenko, 2003) were identified that have a focus on LTI in LTE pedagogy. These studies were typically conducted by teacher educator-researchers who implemented identity-oriented pedagogy (i.e., practices purposefully designed to engage teachers-in-training in identity work) to support teachers-in-training in interrogating deficit discourses and normative practices in TESOL and in subsequently developing affirming views of themselves as legitimate professionals. These studies generally focussed on individual one-off identity-oriented practices, such as translingual projects (Flores & Aneja, 2017), reflections (Bernat, 2008; Golombek & Jordan, 2005; Xuan, 2014) and storytelling (Nguyen & Dao, 2019). The shift from using identity as an analytical lens to as a pedagogical tool reported in these studies is in line with calls for the need for LTE to include a focus on both the development of English teachers-in-training's knowledge and skills and the construction of their LTIs (De Costa & Norton, 2017; Richards, 2023).

These studies also noted the challenges associated with dismantling the deeply entrenched 'native/non-native' dichotomy (e.g., Bernat, 2008; Pavlenko, 2003). The studies found that non-English-dominant teachers' internalised feelings of inferiority in relation to 'native speakers' are difficult to eradicate. Some studies (e.g. Ilieva, 2010; Ilieva & Ravindran, 2018; Ilieva & Waterstone, 2013) also found that the notion of multi-competence appeared to be uncritically taken up by some teachers who seemed to just parrot the idea without meaningful practical implications.

#### *2.4.2.4 Discursive positioning of identities*

Discursive positioning of identities occurs when non-English-dominant teachers use language to represent their identities, as well as when others use language to ascribe identity categories to non-English-dominant teachers. Such language use by teachers themselves and by others respectively reflects claimed and assigned identities (Varghese et al., 2005). Discursive positioning of identities is closely linked to identity-in-discourse, because it can be viewed as the linguistic manifestation of identity-in-discourse. As Hall et al. (2010) put it, “as people learn the characteristics associated with the identities available to them, they can adopt the language and speech patterns connected to them in order to position themselves as a certain type of person” (p. 235). Most studies in this line of research did not conduct fine-grained textual analysis, nor did they use specific linguistic frameworks to analyse data, with a few exceptions (e.g., Supasiraprapa & De Costa, 2017; Urzúa & Vásquez, 2008). Instead, most studies extracted salient language choices, particularly evaluative language and pronouns, that reflected aspects of identity to substantiate their claims. Studies in this line of research can be classified into two themes: interaction between self-positioning and positioning-of-others, and positioning-by-others (see Harré & Langenhove, 2010 for an explanation of these terms).

In the first theme, studies revealed how non-English-dominant teachers make sense of themselves through how they position themselves and others. It was often reported in the sample studies that transnational non-English-dominant teachers positioned themselves negatively because of their perceived deficiency about their linguistic competence in comparison to their ‘native’ counterparts (e.g., Johnson, 2001; Reis, 2011b). As reported in five studies (e.g., Pavlenko, 2003; Trent, 2011), their deficit self-positioning is manifested in evaluative language choices when describing their identities and professional competence. Common to these studies is the discourse of binary oppositions, in which transnational non-

English-dominant teachers described themselves negatively as passive, incompetent, uncritical, obedient and invisible, while positively evaluating their 'native' counterparts as active, critical, autonomous and spontaneous. In addition to evaluative language, Le Ha (2007) and Le Ha and Que (2006) found that non-English-dominant teachers from Vietnam used self-referential pronouns to mark the differences between themselves and their Australian peers in TESOL programs. They called themselves 'we Vietnamese' while referring to Australian peers as 'they Australian', indicating that they discursively positioned themselves differently from their Australian counterparts.

In the second theme, studies found that transnational non-English-dominant teachers are also positioned by others, particularly teacher educators. Kong (2014) examined how a highly accomplished Vietnamese teacher of English found herself positioned differently. In Vietnam, she was positioned favourably by her colleagues as a competent teacher. However, while undertaking teacher education overseas, she perceived herself as being positioned unfavourably by Australian lecturers as a student. Similarly, Park (2015) found that teachers-in-training perceived lecturers as using a marginalising discourse that construed them as perpetual English language learners who would unlikely contribute substantially to the field of TESOL. Collectively, these studies emphasise the role of the "Other" in using language to delegitimize non-English-dominant teachers' identities. However, it is important to note that these studies drew exclusively on teachers-in-training's own perspectives of how they believed they were positioned unfavourably by others, with no actual inclusion of the perspectives of others.

## 2.5 Discussion and research implications

### 2.5.1 The character of existing research

The characterisation of existing research provided by the research survey (research question 1) showed that research on the identities of non-English-dominant teachers who are undertaking transnational LTE programs in universities in English-speaking countries mirrors the larger body of research on (language) teacher identity. Firstly, the findings revealed that this is a rapidly expanding research area, with robust growth in the 2010s. This growth seems to be in parallel with the growing scholarly interest in teacher identity in general education (Rushton et al., 2023; Zhang & Wang, 2022). Secondly, the findings showed that the most commonly adopted theoretical perspectives in this body of research are poststructuralist and sociocultural perspectives, both of which are also widely adopted in teacher identity research (Martin, 2019; van Lankveld et al., 2017). Thirdly, the findings indicated that all the existing research is qualitative, which is in line with the findings of other systematic literature reviews on LTI (e.g., Golzar, 2020; Sadeghi & Bahari, 2022; Swearingen, 2019).

In addition, the findings suggested that the primary focus of the body of research has thus far been on professional teacher identity, but that since the 2010s the research focus has become broader, also focussing on the links between professional teacher identity and other identities, such as linguistic identity (e.g., Aneja, 2016), student teacher identity (e.g., Burri et al., 2017), university student identity (e.g., Supasiraprapa & De Costa, 2017) and gendered identity (e.g., Park, 2009). Following recent calls for greater emphasis on the intersectional nature of LTI (e.g., Lawrence & Nagashima, 2020; Shin & Rubio, 2023; Vitanova, 2024; Weng et al., 2024), we would suggest that future research further explore intersectionality, which refers to “an understanding that class, gender and race, as well as other categorizations around which social differences are formed, are always intertwined” (Pennycook, 2022, p. 12). In suggesting this, we concur with Hsieh et al. (2021), who take the view that identities

of language teachers “should not be treated as if teacher identity was separate from other forms of identities” (p. 195) and other aspects of teacher identity (e.g., teacher agency, teacher emotions and professional identity tensions). Although it is not feasible to attend to every aspect of LTI in a single study, it is highly desirable for researchers, as Block and Corona (2016) remind us, to “show sensitivity, awareness and, ultimately, attentiveness to the necessarily intersectional nature of identity” (p. 507).

Lastly, the findings demonstrated that the bulk of research has centred on teachers’ perspectives, with far less attention being paid to the perspectives of significant others (e.g., teacher educators, mentor teachers). This finding accords with Kessler's (2021) and Nguyen et al.'s (2023) observations that LTI research has a strong dependency on teachers’ perspectives alone. In their state-of-the-art article on ‘NNESTs’, Moussu and Llurda (2008) contended that research on ‘NNESTs’ more broadly rarely looks beyond the perspectives of teachers, so LTI research is not alone in neglecting this area. Given the recognition that supporting teachers-in-training to construct a positive LTI is integral to the work of teacher educators (Prabjandee, 2020; Reeves, 2018), it would be of value for future research to incorporate the perspectives of teacher educators as an additional data source to supplement the data collected from teachers-in-training. As Singh and Richards (2006) contend, the analytical focus of LTI is not simply “the individual her or himself, but the activity or practice through which the individual is being produced” (p. 158). Thus, future research is needed that explores teachers-in-training’s LTI construction vis-à-vis teacher educators’ perspectives and practices.

### **2.5.2 Major themes in research findings**

Regarding the findings of the existing research (research question 2), as explained, the research synthesis identified four overarching themes: multiplicity and fluidity of identities, experiential construction of identities, ideological construction of identities and discursive

positioning of identities. These themes can be said to reflect current understandings of LTI, as they capture the multiple and fluid nature of LTI and embody the varied ways in which LTI can be constructed and represented through engagement in practices, appropriation of and resistance to discourses and expressions of language use.

The prominence of the overarching theme multiplicity and fluidity of identities reinforces the poststructuralist notion of identity as “multiple, changing, and a site of struggle” (Norton & Toohey, 2011, p. 414). This prominence, however, also raises questions about the absence of a focus on unitary and stable aspects of LTI, possibly due to the prevalence of poststructuralist perspectives. Despite sometimes being seen as illusory (e.g., Zembylas, 2003), the unity and stability of LTI has more recently been viewed as “a desirable identity status” (Hong & Perez, 2024, p. 282). Establishing a coherent and stable sense of self as a teacher may foster an integrated and strong teacher identity (Moonthiya, 2024). Therefore, future research could consider conceptualising LTI as an interaction between fluidity and multiplicity, on the one hand, and continuity and stability, on the other hand. In suggesting this, we align with Akkerman and Meijer (2011) and Dugas (2021), who hold that the integration of modern and postmodern approaches to identity does more justice to the complexity and diversity of (language) teacher identity.

The synthesis of research findings has also captured the complexities of LTI construction by highlighting the distinctive contributions of identity-in-practice and identity-in-discourse to teachers’ LTI construction, hence avoiding reductionist views that only consider LTI construction as a singular, independent and unidimensional process. As explained, although the research findings have to date yielded many insights about both identity-in-discourse and identity-in-practice, there has been greater attention given to discourses than to practices. This mirrors the findings reported by Swearingen (2019): “most researchers focused on the discursive construction of LTI” (p. 12), and those by Hong and

Perez (2024): “the field of teacher identity research has a long history of foregrounding the... discursive and narrative understanding of teacher identity construction” (p. 280). However, this is contrary to Reeves’ (2018) impressionistic observation about identity-in-practice and identity-in-discourse: “teacher identity research commonly includes both perspectives” (p. 2). Our finding does not substantiate this claim, as a given study does not necessarily include both concepts, and as there is a somewhat more dominant presence of themes about identity-in-discourse than those about identity-in-practice in our sample. Thus, there is a need to redress the imbalance by incorporating both identity-in-practice and identity-in-discourse in future research and by placing more research emphasis on identity-in-practice.

An important area of research into identity-in-practice that warrants further investigation is how non-English-dominant teachers navigate LTE practices and how they construct themselves as professionals through engagement with such practices. Although much of the research on identities of non-English-dominant teachers uses participants who are enrolled in transnational LTE programs in universities in English-speaking countries, relatively little of this research has actually examined LTE practices and their potential influence on non-English-dominant teachers’ LTIs. This finding broadly supports the work of scholars who have noted the scarcity of research on LTE practices (Johnson, 2015; Johnson & Golombek, 2020; Percy & Sharkey, 2020). The lack of focus on LTE practices in the existing LTI research suggest that researchers may simply have utilised non-English-dominant teachers who were enrolled in transnational LTE programs, without being particularly interested in in LTE practices and the consequences of these on the ways in which the teachers constructed their LTIs. This begs the question of whether non-English-dominant teachers sometimes represent a sample of convenience. We would argue that there is much to be gained in our understanding of the LTI construction of non-English-dominant teachers from more research examining LTE practices in relation to LTI construction. As

suggested by Richards (2017), it would be fruitful for future research to investigate “how teachers’ identities are influenced by the content and practices of TESOL teacher education courses” (p. 144).

In terms of identity-in-discourse, the findings revealed that research has focussed much more on ideological construction of identities than on discursive positioning of identities. The former is the role of discourses on identity construction, and the latter is the role of language use in representing and constructing identities. Given the prominence of poststructuralism in LTI research, it comes as no surprise that the existing research has much to say about how non-English-dominant teachers assimilate or resist mainstream discourses surrounding languages and language teaching in their ideological construction of identities. This is because poststructuralism stresses that an individual’s identities are influenced by the approved discourses in a given community (Baxter, 2016).

In contrast, much less is known about discursive positioning of identities. As noted, the handful of studies (e.g., Le Ha, 2007; Trent, 2011) that have explored discursive positioning of identities typically only identified salient language choices embedded in research data, instead of using linguistic frameworks to conduct more sophisticated textual analyses (for an exception, see Supasiraprapa & De Costa, 2017). The paucity of research that has undertaken fine-grained textual analysis limits our understandings of identity as represented and constructed through language use, an important element of identity-in-discourse. Further research concerned with identity-in-discourse would be enriched by using established linguistic frameworks for textual analysis, such as Bucholtz and Hall’s (2005) sociocultural linguistic approach, Hyland’s (2018) metadiscourse and Martin and White’s (2005) Appraisal framework. Fine-grained textual analysis of language choices, such as evaluative language, pronouns and modality, could provide insights into how teachers and others use these language resources to index particular affiliations (e.g., class, gender and

origin) and identity categories (e.g., ‘non-native’ or multilingual teachers), all of which provide a window into their discursive identity representations. Furthermore, research has focussed either on how teachers position themselves or on how they are positioned by others, without combining both perspectives. Thus, how self-positioning and positioning-by-others interact with each other in discursive LTI construction remains underexplored.

Future research into identity-in-discourse could also move beyond the linguistic to investigate the multimodal representations of LTI. According to our review, arts-informed methods, such as drawing and photo-elicitation, have been little used to examine LTI. As mentioned, identity is not only discursively represented through language, but also through non-verbal means of expression (Block, 2017; Butler, 2011), and methodological choices affect the ways teacher identity is studied and understood (Olsen et al., 2023). Arts-informed approaches to identity have the potential to “create space for thinking differently and provide opportunities to explore intuitive and emotionally connected ideas that do not rely on words alone” (McKay & Sappa, 2020, p. 25). Future research could investigate the multimodal representations of identities through arts-informed methods, such as photo-elicitation (Weng & Troyan, 2023), bricolage (Lavina et al., 2017) and diorama (Banegas, 2023).

Lastly, there have been some scholarly endeavours to promote moving beyond describing LTI solely on the basis of the reductionist ‘non-native/native’ dichotomy (e.g., Aneja, 2016; Flores & Aneja, 2017). Despite these notable efforts, the highly contested terms ‘native/non-native’ (and their extensions such as ‘NNESTs’) still retain their currency in LTI scholarship, as is evidenced by use of these terms in the sample studies (e.g., Hsieh et al., 2021; Ilieva, 2010). The terms are also commonly used in the fields of TESOL and applied linguistics, presumably because they remain “the ghost in the machine” (Cook, 2016, p. 187), that is, the fields appear to still be riven by the ‘native/non-native’ dichotomy (Stanley & Stevenson, 2017). As noted by Norton and De Costa (2019), these terms are not objective

reflections of LTIs but are rather powerful labels that may impact on how language teachers are positioned and treated. Thus, it would be worthwhile for future researchers to beware of using such labels. In this review, we use the term ‘non-English-dominant teachers’ to reflect the teachers’ communicative repertoires more fully. However, we acknowledge that it is possible that the use of this term might still affect the positioning of these teachers.

## **2.6 Pedagogical implications**

Recent years have seen calls for incorporating an explicit focus on LTI work in LTE pedagogy (e.g., Fairley, 2020; Jain, 2022; Lindahl & Yazan, 2019; Varghese et al., 2016). There are a variety of possible ways of incorporating LTI construction agendas alongside the fundamental focus on content and pedagogical knowledge and skills in LTE. To name just a couple, teacher educators can engage non-English-dominant teachers in developing their awareness of, and ability to reflect on, their life histories as language teachers and language learners, as well as their transnational learning-to-teach experiences. Self-introspection tasks may include established reflective practices, such as critical reflections (Farrell, 2018), autobiographies (Canagarajah, 2020) and critical multilingual language awareness (Fu et al., 2023), or more innovative, multimodal identity-oriented practices, such as language portraits (Lindahl et al., 2021), collages (McKay & Sappa, 2020), dioramas (Banegas, 2023) and photo-elicitation (Weng & Troyan, 2023). Tasks such as these position teachers as explorers and shapers of their own LTIs.

In terms of identity-in-discourse, teacher educators can design discussion-based activities or assignments focussed on critically examining hegemonic discourses and language ideologies (e.g., native-speakerism and multilingualism) that have ramifications for LTI construction. Heightened awareness of ideological construction of LTI, as our review has shown, may enable non-English-dominant teachers who see themselves in deficit ways or who are marginalised to turn a blind eye to these discourses and to reconstruct themselves

more positively. However, as Ilieva (2010) has cautioned, great care is needed to facilitate non-English-dominant teachers to meaningfully develop a true sense of professional empowerment instead of superficially parroting or uncritically accepting discourses for external rewards.

In terms of identity-in-practice, as many non-English-dominant teachers in transnational LTE programs will likely return to their home countries to teach English as a foreign language (Kamhi-Stein, 2009; Selvi, 2012), contextually responsive teaching (Liyana & Bartlett, 2008) is of the essence. One way of addressing this is through discussions about non-English-dominant teachers' teaching contexts and about the (mis)match between the kinds of instructional approaches promoted in LTE programs in English-speaking countries and those expected in their local contexts. Such discussions may enable these teachers to construct realistic LTIs that fulfill both their own expectations and those of their teaching contexts, or at least to anticipate and prepare for potential tensions and to productively manage them when they arise. As Richards (2022) observed, such psychosocial aspects of language teaching are rarely addressed in LTE programs, where priority is often given to developing teachers' professional knowledge and language teaching skills. However, these aspects are nevertheless crucial for developing teachers' professional development and growth.

## **2.7 Conclusions**

In conclusion, this study has conducted a systematic literature review of existing research on identities of non-English-dominant teachers undertaking transnational LTE programs in universities in English-speaking countries. In so doing, the study has provided an in-depth discussion of characteristics of the existing research and of recurring themes emerging from this body of research through the theoretical lens of identity-in-practice and identity-in-discourse. It could be argued that a limitation of the review is that it takes an interpretative

approach to synthesising the research findings. As only a handful of the sample studies made explicit reference to identity-in-practice and identity-in-discourse, the synthesis of the findings in relation to these concepts has involved a certain degree of interpretation. Like all qualitative interpretative analysis, interpretation is inevitably influenced by the viewpoints, interests and aims of the researcher. Nevertheless, we have endeavoured to mitigate subjectivity and to ensure logical and consistent interpretations by employing the QRS methodology (Chong & Plonsky, 2021), with the two authors engaging in ongoing discussions throughout the analysis process, clear steps being undertaken systematically, decisions being made transparent to inform the reader and representative citations being provided to allow the reader to evaluate the trustworthiness of our findings.

We believe that the application of identity-in-practice and identity-in-discourse as a theoretical framework has enriched our insights into multifaceted and multilayered aspects of LTI and has illuminated the role of discourses and practices of LTE and beyond in LTI construction. Despite the diversity in the research foci, theoretical and methodological approaches adopted in the existing research, a consensus exists about the value of LTI not only as a useful lens for understanding teachers' lives and practices but also for LTE pedagogy. It is hoped that the recommendations for future research and pedagogical practices provided here can serve as a roadmap for researchers and teacher educators and can aid continued thinking about LTI in the light of identity-in-practice and identity-in-discourse.

### **CHAPTER 3. IDENTITIES OF NON-ENGLISH-DOMINANT TEACHERS-IN-TRAINING: ALIGNMENTS AND TENSIONS**

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Chapter 3, the first empirical chapter in this thesis, examines how transnational non-English-dominant teachers-in-training of English who undertake an LTE program in an Australian university represent their identities as language teachers in terms of four facets of LTI: claimed, assigned, practised and imagined. It also examines the alignments and tensions between and within these facets of LTI.

### 3.1 Introduction

Language teacher identity (LTI) has become increasingly central to our understanding of teachers' professional lives and practices (Johnson & Golombek, 2020; Reeves, 2018). Varghese (2017) defines LTI as “an interaction of how we see ourselves as language teachers (English language, bilingual, or foreign/world language teachers) and how others see us—a claimed and an assigned identity” (p. 45). Beyond self-perceptions and external perceptions, LTI also includes an interaction of how language teachers “enact their roles within different settings” (Richards, 2010, p. 110) and how they create “imaginings of the kinds of language teachers they ‘are’, ‘can’ be, and ‘should’ be” (Yazan, 2022, p. 191)—a practised and an imagined identity.

LTI is viewed as being dynamic, relational, context-dependent and multifaceted (Barkhuizen, 2017a; Kayi-Aydar, 2015; Yuan, 2020) and LTI scholarship has identified four distinct but interrelated facets of LTI: claimed, assigned, practised and imagined (Fairley, 2020). Teachers acknowledge certain identities for themselves (claimed identities) that may or may not align with those imposed on them (assigned identities) (Varghese et al., 2005). For example, teachers who see themselves as lifelong learners may experience a sense of identity alignment when working in schools where they are encouraged to foster a growth mindset, as their claimed and assigned identities are aligned. The same teachers, however, may also face identity tension if their students expect them to be experts with all the answers, as this involves a dissonance between their claimed and assigned identities. Through teaching and engagement with professional practices, teachers enact their professional roles and perform their identities as teachers (practised identities) (Barkhuizen & Mendieta, 2020). At the same time, teachers may imagine their futures differently from who they currently are and what they currently do (imagined identities) (Xu, 2012). For example, in their teaching practice, teachers may find themselves primarily using teacher-centred principles in which they control

the pace and content of their lessons, even though they may also envision themselves in the future as facilitators in learner-centred classrooms where their students take more active responsibility for their own learning. In such a case, there would be a tension between the teachers' practised and imagined identities.

To date, research into the facets of LTI has focussed primarily on in-service English as a foreign language (EFL) teachers in their local teaching contexts (e.g., Golzar et al., 2022; Liyanage & Walker, 2023; Moradkhani & Ebadijalal, 2024; Xu, 2012, 2013). Consequently, relatively little is known about the facets of LTI of teachers-in-training undertaking language teacher education (LTE), and specifically those from non-English-dominant contexts who undertake LTE in English-speaking countries. The internationalisation of higher education has been accompanied by a strong trend in recent decades whereby non-English-dominant teachers undertake LTE programs in English-speaking countries, and these teachers constitute a sizeable proportion of these programs (Kong, 2019; Llurda, 2005; Selvi, 2012). A vast majority of these teachers, upon completing their degrees, tend to return to their home countries to teach EFL (Llurda, 2005; Selvi, 2012), although a minority may opt to settle and seek employment in the host country or elsewhere. The experience of learning-to-teach in a context far removed from their countries of origin can affect the LTIs of these teachers-in-training, and the transnational experience can bring about unexpected or confronting interactions that may intensify LTI construction (Ballantyne, 2024; Kudaibergenov & Lee, 2024).

This study examines how non-English-dominant teachers-in-training in transnational LTE in Australia—an English-dominant country—represent their claimed, assigned, practised, and imagined teacher identities. It also examines the alignments and tensions between and within these LTI facets. It is hoped that the insights obtained from this study can promote a better understanding of how transnational non-English-dominant teachers-in-

training both position themselves and are positioned, how they enact their identities, and who they aspire to become as language teachers.

In this article, the term ‘non-English-dominant teachers’ refers to teachers of English who speak languages other than English as their primary language. The term ‘non-English-dominant’ is preferred to the highly contested term ‘non-native’—or alternative terms such as ‘bilingual’, ‘multilingual’, and ‘plurilingual’—because it reflects more fully these teachers’ communicative repertoires and their sociolinguistic experiences as English language users (Moonthiya & Stevenson, 2024). Moreover, these alternative terms can also be applied to native-speaker teachers of English who speak more than one language. Nevertheless, it is acknowledged that the use of the term ‘non-English-dominant teachers’ could still inadvertently affect the positioning of language teachers. The term ‘transnational’, as used here, refers to experiences—both physical and virtual (e.g., in distance teacher education)—across nation-state boundaries (Fairley, 2024; Liu & Li, 2025). The term ‘transnational’ is used instead of ‘international’ to better capture the varied and complex experiences of teachers-in-training who move across nation-state borders (Canagarajah, 2018). This includes not only their physical mobility, but also the ways they navigate different languages, social and cultural norms, and academic expectations and educational systems, as they study, teach and live across different contexts (Cho et al., 2022; Fairley, 2025).

### **3.2 The facets of identity**

Identity can be viewed as “multiple presentations of self which are (re)constructed across social contexts and demonstrated through actions” (Kayi-Aydar, 2015, p. 138). Viewed in this light, a person’s identity is dynamic and multifaceted and is continually shaped by what they do and how they act as they move through different contexts. For teachers-in-training, their multiple (re)presentations of LTI are shaped by the practices in which they engage and also by how they perform their roles in both educational and professional contexts. These

practices can be classroom practices, such as teaching and lesson planning, but can also be practices engaged in during teacher education, such as observations of other teachers' teaching as well as practice-based activities. Through engagement in these practices, teachers' identities are performatively enacted and experientially constructed and so become apparent to the teachers themselves and to others (Barkhuizen & Mendieta, 2020).

In LTI scholarship, two main theoretical frameworks have been used to capture the multiple facets of identity of language teachers. The first framework, which is based on self-discrepancy theory (Higgins, 1989) and possible selves theory (Markus & Nurius, 1986), describes facets of identity in terms of *actual*, *ideal*, *expected*, and *feared* identities. Developed from research in mainstream psychology, this framework conceptualises identities in terms of who an individual believes they are at present (actual identity), who they would like to become in the future (ideal identity), who they should be in the future based on external expectations (expected identity), and who they want to avoid becoming in the future (feared identity). This framework emphasises the future-oriented aspects of identity, as reflected in the prominent focus on futurity in three of the four facets (i.e., ideal, expected, and feared identities).

The second framework, which is based on Fairley's (2020) framework, characterises identities in terms of two contrasting pairs: *claimed* and *assigned identities*, and *practised* and *imagined identities*. The first pair emphasises the contrast between the self and others: "an interaction of how we see ourselves as language teachers ... and how others see us" (Varghese, 2017, p. 45). *Claimed identity* is the identity one acknowledges for oneself, whereas *assigned identity* is imposed on one by others (Varghese et al., 2005). As teachers acknowledge identities for themselves, and external others ascribe identities to them, LTIs can be seen to be discursively and relationally constructed, and these claimed and assigned identities may be in alignment or in conflict (Reeves, 2018; Varghese et al., 2005). Put

differently, teachers' claimed and assigned identities can be accepted and valued, by self and others, and they can also be challenged and resisted, also by self and others. For example, non-English-dominant teachers-in-training who perceive themselves as multilingual may struggle to retain their claimed identity when encountering discrimination in job recruitment that expresses a preference for 'native' English-speaking teachers. Accordingly, they may question their professional legitimacy and may either accept or resist their assigned 'non-native' teacher identity. Such a misalignment between claimed and assigned identities can become a site of tension that can be responded to through the assertion of agency and a negotiation of external forces (Fairley, 2020; Reeves, 2018). This assertion of agency, however, hinges partly on the extent to which teachers believe it is feasible to resist external forces (Fairley, 2020).

The second pair of identities—practised and imagined—captures the contrast between the actual and the imaginary: “LTIs are not always about here-and-now performance—teachers ... constantly imagine themselves and who they will be as teachers in the future” (Barkhuizen, 2017a, p. 6). *Practised identity* is the identity one enacts in real-world interactions and practices, whereas *imagined identity* is the identity they construct in their imagination based on their aspirations for the future (Xu, 2012). LTIs are enacted as teachers perform their roles and engage in practices in their situated educational contexts (Barkhuizen & Mendieta, 2020). These practised identities may be in concert with or in opposition to the imagined identities they aspire to become (Xu, 2012). Imagined identities are constructed based on individuals' imagination and extend beyond the practices in which they are currently engaged (Norton, 2013). For example, as Johnson and Golombek (2020) observed, teachers-in-training from EFL contexts who learn about communicative language teaching (CLT) during transnational LTE in an English-speaking country may aspire to apply this approach in their local EFL contexts. However, in attempting to implement CLT, they may

encounter exam-oriented education systems that may prevent them from enacting their imagined identities. In such a case, there is a misalignment between the teachers' imagined and practised identities.

Fairley's (2020) framework is employed in the current study for three reasons. Firstly, the framework aligns with and is informed by poststructuralist conceptualisations of identity as multifaceted, contradictory, fluid, and socially constructed and contested. Secondly, the framework enables the capturing of what Barkhuizen (2019b) describes as two "useful meta-labels for organising how we think about LTI" (p. 545): identity-in-practice (i.e., identity constructed through concrete practices) and identity-in-discourse (i.e., identity constructed through language and discourse). In terms of identity-in-practice, *practised* and *imagined identities* provide insights into what teachers do in their actual practices (practised) and how they envision their future practices (imagined). In terms of identity-in-discourse, *claimed* and *assigned identities* provide insights into how teachers position themselves (claimed) and are positioned by others (assigned). Lastly, the framework is useful as it extends beyond an emphasis on the future-oriented aspects of LTI to include its socially constructed and experientially enacted aspects, thus providing a more balanced view and a more nuanced understanding of LTI.

According to Fairley (2020), LTI construction involves tensions, or what she describes as "the push and pull of dissonances or conflicts" (p. 1042) that occur as teachers negotiate tensions between claimed and assigned identities, on the one hand, and practised and imagined identities, on the other hand. The current study examines both tensions and alignments between these facets of identity. Drawing on scholarship about professional identity tensions in general education (Pillen et al., 2013a, 2013b), identity tensions, as understood in the present study, involve dissonances or conflicts either within a specific facet of identity or between different facets of identity. According to Pillen et al. (2013b) and

Nguyen et al. (2024), teachers experience tensions due largely to a discrepancy between what they desire or hope to achieve and what is realistically attainable in their teaching contexts—that is, a friction between their imagined and practised identities. In contrast, identity alignments (Nazari et al., 2023; Schieble et al., 2015; Yuan, 2020; Yuan et al., 2022) involve the harmonious co-existence of different LTI facets. Identity alignments are important because they may engender an integrated and coherent LTI.

### 3.3 Research overview

In LTI scholarship, there are three main lines of research examining the facets of LTI: research examining interactions between *actual, ideal, expected* and *feared identities* (e.g., Yuan, 2016; Yuan et al., 2019); research examining interactions between *claimed* and *assigned identities* (e.g., Fan & de Jong, 2019; Liyanage & Walker, 2023); and research examining interactions between *practised* and *imagined identities* (e.g., Taşdemir & Seferoğlu, 2024; Xu, 2012). All three lines of research have been predominantly concerned with in-service non-English-dominant teachers in EFL contexts (e.g., Goktepe & Kunt, 2021, 2023; Jiang et al., 2021; Lap et al., 2022; Mehdizadeh et al., 2023; Moradkhani & Ebadijalal, 2024; Nazari & Karimpour, 2022; Nguyen & Ngo, 2023; Taşdemir & Seferoğlu, 2024; Yuan & Liu, 2024; Yuan, 2016; Yuan et al., 2022) rather than with non-English-dominant teachers-in-training in LTE programs in English-speaking countries. Moreover, they are primarily focussed on identity tensions rather than identity alignments.

The first line of research examines language teachers' *actual, ideal, expected* and *feared identities* (e.g., Yuan, 2016; Yuan et al., 2022). Yuan (2016) investigated the tensions that arose between the ideal, feared and expected identities of two EFL teachers-in-training who were taking part in mentoring during a teaching practicum in China. The study's findings revealed that ineffective mentoring by the school mentors had disrupted these trainee teachers' ideal identities as communicative language teachers. Instead, the mentoring process

had fostered in these teachers unwanted feared identities as controlling teachers and expected identities as compliant followers who strictly adhered to their mentors' orders. Tensions were also observed by Lee (2013) who investigated the LTI construction of an experienced language teacher who was transitioning to work in a new school after 15 years of teaching in her previous school. It was found that the rigid school culture in the new school caused the disintegration of her ideal identity as a change agent who preferred innovative classroom teaching, and instead an expected identity as a newcomer was imposed on her.

The second line of research draws on Varghese et al.'s (2005) work (see also Buzzelli & Johnson, 2002) to examine *claimed* and *assigned identities*, focussing predominantly on tensions arising from discrepancies between how teachers position themselves and how they are positioned. Fan and Jong (2019) explored the LTI construction of a non-English-dominant teacher-in-training from China who undertook LTE in the United States. It was found that this teacher-in-training, who originally perceived herself to be a competent English teacher when she was in China, found it difficult to resist the newly assigned identity as an incompetent 'non-native English-speaking teacher' by her 'native' classmates in the program. Consequently, she started to abandon her previously held claimed identity and instead accepted the subordinate identity imposed on her. Tensions were also reported by Liyanage and Walker (2023) who examined Chinese in-service EFL teachers' negotiation of competing claimed identities and the assigned identities imposed on them by curriculum reforms emphasising CLT. They found that most of these teachers felt compelled to develop an identity that conformed to the assigned identity of a reform-driven change agent disrupting exam-oriented teaching and promoting CLT.

The third line of research draws on Wenger's (1998b) notion of community of practice and Anderson's (1991) notion of imagined communities to examine *practised* and *imagined identities*, focussing predominantly on tensions emerging from discrepancies

between the actual and the imaginary. This research tends to assume that identity construction is linear, for example, it takes imagined identities as the point of departure and examines how these imagined identities are turned into practised identities (e.g., Lap et al., 2022; Xu, 2012, 2013; Yuan & Liu, 2024). In research into novice Chinese EFL teachers in transition from teacher education to teaching, Xu (2012) highlighted how these non-English-dominant teachers encountered tensions as they attempted to transform their imagined identities constructed during LTE into their practised identities in their early careers. Almost all of the teachers in Xu's (2012) study failed to withstand pressures to adhere to school regulations and tasks prescribed by the local authorities, causing the disintegration of their imagined identities. More recently, in an investigation into the LTIs of in-service EFL teachers in Iran, Moradkhani and Ebadijalal (2024) demonstrated how a disjunct between these non-English-dominant teachers' personal beliefs and institutional demands resulted in discrepancies between the teachers' practised and imagined identities. These findings reflect those of Golzar et al. (2022) who also found a mismatch between Afghan in-service EFL teachers' ideal and actual teaching practices in terms of teaching methods and materials, the result of which was identity tensions. However, these tensions did not necessarily prevent these teachers from viewing themselves as successful teachers. Rather, becoming aware of tensions made them more alert to contextual barriers and the need to create coping strategies to manage classroom realities.

As Barkhuizen (2017a) reminds us, "If teachers have multiple LTIs we need to ask: How do they interconnect? How do they relate to each other?" (p. 8). To some extent, such questions have been addressed because, as illustrated above, there is a growing body of LTI research that has examined relationships between different facets of identity. The existing research has identified salient tensions between facets of identity due to the friction between individuals' personal expectations and external influences. However, the existing research has

offered only limited insights into alignments between facets of identity, thus, not fully enabling the complexities of LTI to be captured. Therefore, in this study, both identity tensions and identity alignments are explored to offer a broader perspective on multifaceted LTI representations.

Furthermore, in previous research examining facets of identity using Fairley's (2020) framework, the two pairs of facets (i.e., claimed/assigned identities and practised/imagined identities) have largely been examined in isolation from each other. Therefore, there is a need to draw these facets of identity together to capture a more nuanced understanding of LTI, as "an inclusive view of identity calls for attention to identity in all of its facets" (Benson et al., 2013, p. 23). One study that has brought together all four facets of identity is described in Nazari et al. (2022). This study, which presents a single case study of an in-service EFL teacher in Iran, focussed on the tensions that arose between the two pairs of facets, as seen in for instance a clash between a claimed identity as an effective teacher and an assigned identity as a weak teacher. The current study builds on this research by examining both identity tensions and identity alignments with a larger sample of teachers-in-training.

### **3.4 The current study**

The current study examines how non-English-dominant teachers-in-training in transnational LTE in Australia represent their claimed, assigned, imagined and practised identities in terms of both tensions and alignments. As already explained, the bulk of the previous research on the multiple facets of LTI has focussed on in-service non-English-dominant teachers in their local EFL contexts, and research on the multiple facets of LTI of non-English-dominant teachers-in-training who are undertaking LTE in English-speaking countries has been scarce. The learning-to-teach experience is usually characterised as a transformative period for LTI construction, as "learning to teach—like teaching itself—is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can

become” (Britzman, 2003, p. 31). Examining the LTIs of non-English-dominant teachers-in-training during LTE is important, given that these LTIs may be fraught with identity ambivalence (i.e., a sense of uncertainty about one’s professional self), paradoxes (i.e., the coexistence of contradictory identity positions) and tensions (i.e., conflicts arising from personal and external expectations). Furthermore, in contrast to the study by Nazari et al. (2022), the current study adopts an arts-informed approach, which provides a multimodal method of representing identities.

The current study provides an in-depth examination of the alignments and tensions both between and within the different facets of LTI (claimed, assigned, practised and imagined) of non-English-dominant teachers-in-training engaged in transnational LTE in Australia. The research questions this study addresses are:

- (1) How do transnational non-English-dominant teachers-in-training represent the multiple facets of their LTIs?
- (2) What are the alignments and tensions within and between transnational non-English-dominant teachers-in-training’s facets of LTIs?

## **3.5 Methods**

### **3.5.1 Setting and participants**

The study reported in this article is part of a larger qualitative study that examines the LTIs of non-English-dominant teachers-in-training during transnational LTE. The current study was conducted in a Master of Education (MEd) TESOL program within a research-intensive Australian university. The researcher has been involved in this MEd TESOL program as a teacher-in-training (before the data collection commenced) and as a casual tutor (after the data collection was completed).

The MEd TESOL program is designed for teachers of English seeking to further develop their professional knowledge and skills for teaching English as a second or foreign language (ESL/EFL). Admission requirements are: a bachelor's degree plus either a postgraduate English language teaching (ELT) qualification or at least 2 years' full-time ELT experience; or a bachelor's degree in ELT plus at least 1 year's full-time ELT experience. To fulfill the requirements of this program, students must complete eight units of study, including four compulsory and four elective units that can be selected from a range of specialised areas, such as language teaching methodology and second language acquisition. At the time of data collection in 2022, approximately 200 students were enrolled in the program, the majority of whom were international students, particularly from Mainland China, and most were either already EFL teachers in their home countries or were intending to become EFL teachers.

Purposive sampling was used to recruit participants who met the following criteria: enrolled in the MEd TESOL program, enrolled as an international student, non-English-dominant (multilingual, but English not the home language), and at least 1-year full-time ELT experience. Ten teachers-in-training participated in the study. Of these, nine were female and one was male, which reflected the overall gender proportions in the MEd TESOL program.

As the study was conducted during the COVID-19 pandemic, the normal face-to-face delivery mode was disrupted. Seven of the participants were in Australia and participating in blended learning in which lectures were delivered on-line through synchronous videoconferencing, and tutorials were delivered face-to-face. The other three participants were enrolled offshore, and all of their classes were delivered remotely on-line. Table 3.1 provides demographic information for each participant.

**Table 3.1***Background of Participants*

<b>Name (pseudonym)</b>	<b>Origin</b>	<b>Gender</b>	<b>Age</b>	<b>Teaching experience (years)</b>	<b>Area of previous study</b>	<b>Mode of studying</b>
Mengjuan	China	Female	34	> 5	English	Remote
Shuyi	China	Female	27	3 – 5	English	Remote
Xifang	China	Female	23	1 – 2	English	Blended
Fantian	China	Female	26	1 – 2	Journalism	Blended
Ramira	Paraguay	Female	34	> 5	English	Blended
Luhui	China	Male	27	3 – 5	Labour and Social Security	Blended
Trinh	Vietnam	Female	24	1 – 2	ELT	Blended
Yangxi	China	Female	26	1 – 2	Engineering	Blended
Xiuwen	China	Female	30	1 – 2	Business English	Blended
Xiaozhu	China	Female	24	1 – 2	Finance	Remote

**3.5.2 Data collection**

The study employs photo-elicitation, which involves the collection of participants' photographs and accompanying interview data elicited by use of these photographs. Photo-elicitation is an art-informed method (Rose, 2023), with photographs being used as a starting point for eliciting interview responses. Thus, photo-elicitation integrates both visual and verbal forms of representation, thereby offering individuals greater scope to reflect on and represent their identities (Croghan et al., 2008). Prior to the photo-elicitation interviews, participants were asked to provide four photographs, each of which was reflective of one of the four facets of LTI, in response to the following prompts:

- (1) Who I think I am as an English teacher (claimed identity)
- (2) Who others think I am as an English teacher (assigned identity)

(3) What I do as an English teacher (practised identity)

(4) How I imagine myself as an English teacher (imagined identity).

Participants were given free rein to use either metaphorical or realistic photographs and were asked to provide a title for each photograph. Participants were also instructed to use their own photographs, either pre-existing or newly taken, instead of publicly available photographs sourced from the Internet or elsewhere. The aim was to increase their agency and involvement, and to avoid copyright infringement issues.

Table 3.2 provides the general characteristics of the photographs provided by the participants. The table shows that most of the photographs were metaphorical, except those for practised identities, many of which were realistic portrayals of the teachers at work. It also shows that about half of the photographs were pre-existing photographs taken by the participants, about a quarter were taken by the participants especially for the research project, and the remaining were taken from the Internet, despite participants being instructed to take their own photographs. Participants who used Internet images admitted that specific objects they had hoped to capture to depict their LTIs were not readily available (e.g., a butterfly and a globe), so they provided Internet images of these objects instead.

**Table 3.2**

*Characteristics of Photographs*

<b>Photograph type</b>	<b>n=40</b>	<b>Photograph source</b>	<b>n=40</b>
Metaphorical	29	Pre-existing photos	20
Realistic	11	Photos taken specifically for the study	13
		Internet photos	7

The photo-elicitation interviews were conducted through Zoom, because, due to COVID-19, three participants were studying offshore and those who were onshore expressed a preference for virtual interviews. In the interviews, participants were asked to describe each photograph and were prompted with broad questions (e.g., “What is in this photo?”; “What does this photo say about you as a teacher?”). These questions set the stage for participants to explain the meanings attached to their photographs in relation to their LTIs. The researcher’s insider perspective, that is, prior involvement in the research setting as a teacher-in-training and current involvement as a casual tutor, helped the researcher to establish rapport with the participants and develop a deeper understanding of the research setting.

All photo-elicitation interviews were conducted in English and were video-recorded and transcribed verbatim for analysis. The interviews lasted between 45 and 100 minutes, with an average of 65 minutes. The variation in the duration may be explained by participants’ varying levels of teaching experience, as the more experienced participants typically elaborated on their responses in greater detail than their novice counterparts.

Ethics approval was obtained from the university where the study was conducted. Participation in the study was voluntary and anonymous, and written informed consent was sought before the study commenced (see Appendix E). All participants received a detailed information sheet that outlined the objectives and procedures of the study, participants’ involvement in the study, and their rights to withdraw from the study at any stage without any consequence (see Appendix D). In the dissemination of the research, pseudonyms have been used to protect participants’ anonymity and photographs showing individuals’ faces have been pixelated to protect their identities. Permission to reproduce the photographs for research dissemination purposes was obtained from the participants.

### 3.5.3 Data analysis

The photo-elicitation data were analysed qualitatively. The data analysis consisted of two stages, corresponding to the two research questions. In the first stage, the overall patterns in how participants represented their multifaceted LTIs (RQ1) were identified through a content analysis (Patton, 2015) in which similarly interpreted ideas were coded and grouped together to form themes (see Appendix G). The analysis was both deductive and inductive: the LTI facets were predetermined by Fairley's (2020) framework but recurring themes within these were developed inductively from the data. The photographs were analysed in terms of the visible content (e.g., plants, books and learners) concurrently with the corresponding interviews. The photo-elicitation transcripts were read repeatedly to obtain an overall impression of the data and were then categorised based on similarity. Through an iterative process, codes were developed based on the prevalence of recurring patterns emerging from the data, and these were revised and integrated to form themes. Ultimately, seven themes were identified across the four LTI facets, and instances of these were counted to see which were the most frequently represented.

The second stage involved a detailed qualitative analysis to identify the alignments and tensions within and between the participants' multifaceted LTI representations (RQ2). Alignment between LTI facets occurs when the different facets are in harmony. Tension, on the other hand, can stem from feelings of dissonance arising within an identity facet, but can also emerge due to discrepancies between identity facets. In this data analysis stage, the interviews and their corresponding photographs were analysed thematically to identify patterns of alignments and tensions (see Appendix H). This analysis was primarily inductive, focussing on identifying salient alignments and tensions from the data itself.

To ensure trustworthiness of the data analysis (see Merriam & Tisdell, 2016), member-checking was used in which participants were asked to check whether the

researcher's interpretations of the photo-elicited interview data provided an accurate reflection of their perspectives. In cases where this was not the case, the analysis was revised accordingly.

## 3.6 Findings

### 3.6.1 Multifaceted LTI representations

This section examines the overall patterns in the LTI representations of the non-English-dominant teachers-in-training. Table 3.3 below presents the seven themes that emerged and the frequencies of each theme. (Illustrative examples of photographs associated with each of these themes are provided in Appendix F.) Below, first, the overall patterns of the recurring themes across the four LTI facets are presented, and the patterns of the themes within each of the two pairs of facets (claimed/assigned and practised/imagined) are presented.

Table 3.3 shows that *knowledge transmission*, *learner-centredness*, *nurturing*, and *teachers as learners* were the most common themes overall across the four LTI facets. *Knowledge transmission* emphasises the role of teachers in delivering information to learners, whereas *learner-centredness* highlights teachers' consideration of learners' prior knowledge and needs, their decision-making in and responsibilities for their learning. *Nurturing* refers to teachers who support learners' learning and who see a duty of care as part of their professional responsibilities. *Teachers as learners* refers to teachers who continuously engage in learning.

**Table 3.3***Themes across the LTI Facets*

<b>Theme</b>	<b>Claimed identity</b>	<b>Assigned identity</b>	<b>Practised identity</b>	<b>Imagined identity</b>	<b>Total</b>
Knowledge transmission	3	2	5	–	10
Learner- centredness	2	2	2	3	9
Nurturing	5	2	–	1	8
Teachers as learners	–	–	3	3	6
English experts	–	2	–	2	4
Teacher dispositions	–	2	–	–	2
Professional uncertainty	–	–	–	1	1

For claimed identities, Table 3.3 shows that *nurturing*, *knowledge transmission*, and *learner-centredness* were the only themes. The table shows that half of the teachers-in-training saw themselves as *nurturing*, while a smaller number saw themselves as employing either *knowledge transmission* or *learner-centred* approaches. Table 3.3 also shows that there was greater variation in the themes for assigned identities than there was for claimed identities. It seems that the teachers-in-training perceived themselves as being positioned more diversely by different external others. Two themes coded under assigned identities (*English experts* and *teacher dispositions*) were not found for claimed identities. The theme *English experts* refers to teachers' expectations of themselves and social expectations of English teachers to have a good command of English. The theme *teacher dispositions* refers to teachers' classroom manner and ways of interacting with learners (e.g., strict and permissive).

For practised identities, Table 3.3 shows that *knowledge transmission*, *teachers as learners*, and *learner-centredness* were the only themes, with the teachers-in-training being more focussed on enacting their role as knowledge transmitters. However, *knowledge transmission* was absent from imagined identities. This may indicate the desire of these teachers-in-training to steer away from teacher-oriented teaching in their future practice. Furthermore, for practised identities, the teachers-in-training did not seem to be putting nurturing into practice, which is in contrast to how they saw themselves. Table 3.3 also shows that there was greater variation in the themes for imagined identities than there was for practised identities. This may be because the teachers-in-training were able to envision their futures in more diverse ways than was currently reflected in their current practices. Lastly, *professional uncertainty*, which was associated only with imagined identity, suggests that teachers may have felt reluctant to engage with professional futures.

### 3.6.2 Alignments

This section examines alignments between the LTI representations of the non-English-dominant teachers-in-training in this study. As explained, identity alignment occurs when different facets of LTI are congruent with each other. The analysis revealed two patterns of alignment: alignment between claimed and practised identities, and alignment between practised and imagined identities.

Yangxi's photographs in Figures 3.1 and 3.2 are illustrative of the alignment between her claimed and practised identities as a knowledge transmitter. In Figure 3.1, in a photograph she took herself, Yangxi captured a bottle and glasses containing different levels of water to metaphorically depict knowledge transmission. Yangxi represents herself as the bottle, knowledge as the water, and different students containing varying knowledge levels as glasses with different water levels. Yangxi noted that teachers need to control the quality and

quantity of the water (knowledge) poured into learners who require different amounts of water (having different knowledge gaps).

### Figure 3.1

#### *Transferring Water*

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Yangxi's next photograph, shown in Figure 3.2, was taken during an excursion to Fiji, and metaphorically depicts her practised identity. It portrays a male tour guide, who is standing in front of an attraction and providing information to a female tourist who is listening passively. In her explanation of the photograph, Yangxi drew comparisons between herself and the tour guide:

In the classroom, I'm just like this tour guide. Teachers do the same thing as tour guides, passing on information to people.

**Figure 3.2***A Tour Guide*

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Yangxi's response indicates that she may have enacted a transmitter identity. Both of her representations of claimed and practised identities highlight the central role of teachers in prescribing and providing knowledge for learners, who are seen as empty vessels that passively receive information transmitted to them. Thus, it appears that Yangxi's practised and claimed identities are in alignment.

Another identity alignment is between practised and imagined identities. Trinh's self-taken photographs represent her practised and imagined identities, as shown in Figures 3.3 and 3.4, and both are intended to depict learner-centredness. The photograph in Figure 3.3 shows Trinh facilitating young learners while they were selling salad during a food fair activity.

**Figure 3.3***Facilitating Students*

Rather than directing these learners, Trinh encouraged them to decide for themselves what food to sell at the fair. Although no longer teaching young learners, Trinh has continued to enact a facilitator identity by adopting learner-centred principles in more sophisticated ways with her tertiary students. Trinh is adamantly opposed to teacher-oriented teaching and explains her intention in adopting learner-centred principles, that is, to give learners control over both the content and the learning process:

I'm a facilitator rather than someone who simply spoon-feeds students. I'd ask students to identify the content they don't know and encourage them to figure out the answers before giving them guidance. I guide them instead of telling them what to do, so they remember better.

Trinh's practised identity as a facilitator seems to align with her imagined identity as a flexible teacher. Her self-taken photograph of her imagined identity, shown in Figure 3.4,

depicts colourful lanterns, representing diverse learners who differ in their needs. Trinh strives to become a teacher who understands learners' individual differences and envisions adopting eclectic teaching styles in response to their differences:

Like these colourful lanterns, students come in different colours. I want to become a flexible teacher who uses different teaching styles that match their needs.

**Figure 3.4**

*Colourful Lanterns*



Trinh's learning-to-teach experience in LTE has served as an affirming force for her to reflect on her teacher role and to sustain an LTI characterised by learner-centredness:

In the grammar unit, our professor taught us about teaching grammar inductively and deductively. In the SLA unit, our professor asked: "Would you become a teacher who spoon-feeds students or a facilitator?" These experiences made me feel that I should continue facilitating students.

Ramira's practised and imagined identities also appear to be in alignment, and the photographs of her practised and imagined identities denote continuous learning. Her photograph representing practised identity, shown in Figure 3.5, depicts a professional development session in which she participated with her colleagues. Ramira is seated on the right-hand side near the whiteboard and is raising her hand to share with her colleagues about teaching methods she has employed. The photograph depicts her as 'a teacher as a learner' who is active in sharing teaching ideas with others.

**Figure 3.5**

*Collaborating Learning*



Ramira's explanation of this photograph reveals her belief in collaborative learning, an approach she had already adopted in her teaching without knowing what it was called. Learning explicitly about collaborative learning in LTE was a revelatory experience for her,

and this revelation, coupled with her practical experience, led her to maintain her commitment to adopting this approach in her future teaching:

I believe in collaborative learning. As a teacher, you're all the time learning with and from others. In this workshop, we're here to share, not to judge. In that moment, I wasn't conscious that I was actually learning collaboratively with others, but after reading about collaborative learning last semester, I felt very interested. Because of all the things I read and the experience I had as a teacher, I'd like to use it more in my class.

Ramira's imagined identity also appears to align closely with her practised identity. She selected an Internet image of a monarch butterfly<sup>5</sup> to represent a developmental journey she envisaged undergoing throughout her professional life, using the butterfly metamorphosis as a metaphor for her own transformation:

If I ever feel like I'm a full-grown butterfly already, I won't learn anything new. My objective is to keep learning. This is why I'm doing this TESOL degree. I want to gain new knowledge and revalidate ideas I've learnt. It's not for better job opportunities or income.

Here, there is evidence of Ramira's investment in her imagined identity as a lifelong learner, which is aligned with her practised identity as a teacher who seeks out continuous learning opportunities. Her investment in teacher education stems from her intrinsic motivation for the pursuit of knowledge, rather than from monetary gain or better job prospects.

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<sup>5</sup> For an imagined identity, Ramira provided an Internet image of a monarch butterfly to depict her developmental journey as a teacher as a learner. However, due to copyright issues, the image cannot be included for publication.

### 3.6.3 Tensions

This section examines tensions both *within* and *between* the LTI representations of the participants. As explained, tensions occur when there is dissonance either *within* a particular LTI facet or *between* different LTI facets. The findings in relation to tensions *within* a particular facet and tensions *between* different facets are presented in turn.

Mengjuan's photograph of her practised identity, shown in Figure 3.6, portrays her ideal teaching context. Instead of choosing a photograph of one-on-one tutoring that reflects her usual teaching context, Mengjuan chose a photograph of herself from when she was a guest teacher in a public school, a classroom milieu where she felt she had more instructional freedom and more equitable teacher-student relations.

**Figure 3.6**

*Group Teaching*



The reason behind Mengjuan's decision to depict her ideal instead of her actual teaching context was her dissatisfaction with the profit-oriented culture at her workplace and the perceived unequal status between teachers and learners. Mengjuan described her learners as 'customers' who needed to be given what they wanted (e.g., as seen in the preoccupation with test scores) despite this being in conflict with her own beliefs about what should be provided (e.g., CLT). She described how not meeting these 'customer' expectations could result in job loss; that is, the possible repercussions for her career were too high a price to pay:

If you want to survive in a for-profit learning centre, you need to get students' recognition and learn how to deal with them, otherwise if they're not satisfied, they're the 'customers' who have the voice.

The response above suggests that Mengjuan appeared to identify herself as a 'service provider', rather than as a teacher. This indicates her sense of de-professionalisation and her lack of a sense of meaningfulness at work due to the learning centre's customer-centric culture that prioritises students' demands. Mengjuan's deliberate decision to portray her practised identity as contrary to how she actually taught can be interpreted as an exertion of agency to resist an institutionally assigned identity as an exam-oriented private tutor. Despite criticising the teaching-to-the-test emphasis in her workplace, Mengjuan felt pressured to teach-to-the-test to meet the authority's and students' expectations. Nonetheless, in her depiction of her practised identity, she still clung to her ideal teaching context, which represented her imagined teaching community. Although a tension can be seen in Mengjuan's practised identity, it is not inherently destructive. Rather, her awareness of this tension served as a catalyst for her to envision her imagined identity as a public school teacher, illustrating the relational and interconnected aspects of different facets of LTI.

Furthermore, Mengjuan's representation of her assigned identity reveals a tension stemming from feeling obliged to perform the humorous teacher identity that is expected of her, but that is nevertheless at odds with her assigned identity as a strict teacher. Mengjuan's photograph of herself in Figure 3.7 depicts her as a strict teacher with an authoritative presence, holding a pen to command students to adhere to her instructions.

**Figure 3.7**

*A Strict Teacher*



Mengjuan took this photograph<sup>6</sup> to represent how she felt she had been assigned a strict teacher identity by her learners and supervisors, although this assigned identity stood in contrast to her institution's expectations of teachers to be humorous to spark learners' engagement and enjoyment in learning. Mengjuan felt compelled to acquiesce in playing the humorous teacher to impress the inspectors:

If the school's philosophy is strictly operated, I'm a silent person, so I pretend to be humorous to show them at least I've tried. If the school's philosophy is not taken seriously, I'll be myself. The diverse characteristics of teachers should be respected, but this is ideal. We're not working in a vacuum, so we're influenced by the school.

As this excerpt makes clear, the extent to which teachers can negotiate external forces is contingent partly on the extent to which they feel it is possible to do so. In enacting a humorous teacher identity that was purposefully performed to fulfil institutional expectations, Mengjuan was not relinquishing her own beliefs. On the contrary, instead of being impervious to institutional pressures, she was pragmatically performing a humorous identity to be acknowledged as a 'good' teacher. This demonstrates her agentic efforts to resolve the tension by performing an identity that conforms to institutional expectations. Mengjuan was cognisant of the conflict between her beliefs and those of the institution and the impact this had on her performative identity enactment.

In contrast, unlike Mengjuan, Xiaozhu's ambivalence towards her assigned identity and her lack of imagined identity reveal unresolved tensions in her LTI. A photograph of Xiaozhu's assigned identity, as shown in Figure 3.8, portrays a bouquet of red roses,

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<sup>6</sup> Mengjuan initially provided for the photo-elicitation an Internet image of a teacher holding a stick to depict her assigned identity as a strict teacher. However, to avoid copyright issues, the author requested Mengjuan to provide a similar photograph taken by Mengjuan herself.

reflecting a representation of love. Xiaozhu used this photograph to depict how she felt she was positioned in the eyes of her learners as a popular teacher who was well-liked, but not respected, due to her lenient disposition.

**Figure 3.8**

*Red Roses*



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Xiaozhu struggled to strike a balance between establishing authority and avoiding learners' repudiation. Finding herself having the desire to maintain her popularity, she was torn between leniency and strictness, as being too strict could have diminished her popularity:

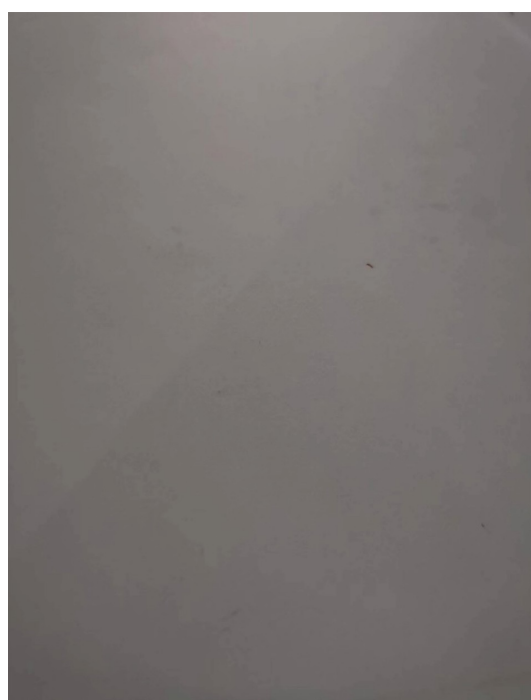
I'm a popular teacher in their eyes. This puts me in a dilemma because I want to maintain this persona. I want to make students love me, so I must avoid doing things they dislike, otherwise they hate me.

Xiaozhu's self-taken photograph of a blank page, as shown in Figure 3.9, depicts her lack of imagined identity. Teaching had not been Xiaozhu's personally motivated career choice.

Rather, her decision to enter the profession was made under the influence of her parents, who instilled in her the idea that "teaching is a decent job for women in China".

**Figure 3.9**

*A Blank Page*



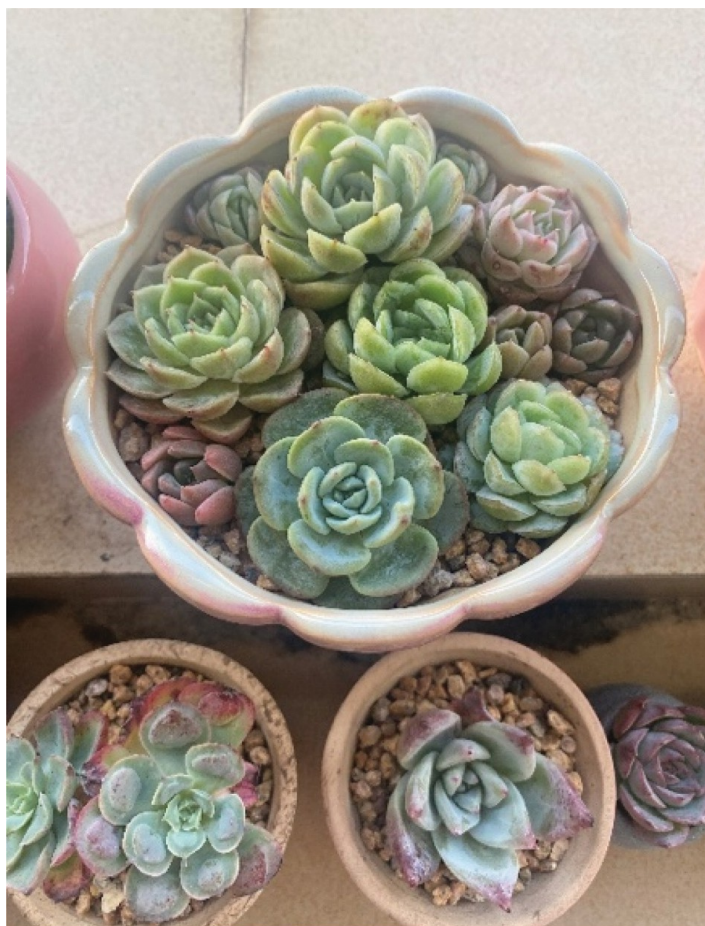
When describing her photograph of the blank page, Xiaozhu admitted that she had no clear vision about the kind of teacher she aspired to become. Her lack of imagined teacher identity indicates a lack of professional vision, which may limit her investment in the profession and undermine her LTI:

I don't want to imagine my future. My parents always support me emotionally and financially. If I don't want to teach anymore, they'll say: "you can do anything you like".

In the final example, tensions arising from a misalignment between claimed and assigned identities are manifested in Shuyi's photographs, shown in Figures 3.10 and 3.11, respectively. These tensions stem from her resistance to the carer identity assigned to her. The photograph in Figure 3.10 depicts Shuyi's succulent plants, which metaphorically represent the learners under her care; that is, Shuyi perceives herself to be a gardener whose nurturing allows learners to thrive.

**Figure 3.10**

*A Gardener*



In contrast, the photograph shown in Figure 3.11 represents Shuyi's resistance to parental expectations that she will play a strong nurturing role. The photograph portrays adult monkeys averting their gaze from young monkeys under their care, which symbolises Shuyi as a carer. She recounted how, as a teacher in a privileged boarding school, not only is she expected to enhance learners' academic performance, but also to provide a duty of care:

Parents think that you're an adult, so you have a responsibility to take care of their children, not only teaching them knowledge, but taking care of them in the dorm. The tuition fees are high, so it's a 'babysitting' service we're expected to provide.

Shuyi's response shows that she feels the weight of parental expectations and finds it challenging to reconcile her personal life due to an overloaded workload that extends beyond normal school hours.

**Figure 3.11**

*A Carer*



## 3.7 Discussion

### 3.7.1 LTI representations

The analysis of the multifaceted LTI representations of the non-English-dominant teachers-in-training has revealed seven LTI representations across the four LTI facets. Six of these seven representations echo common discourses about teaching in general or language teaching in particular. *Knowledge transmission* and *learner-centredness* respectively reflect transmission-oriented and constructivist-oriented instructional discourses (Chen & Brown, 2016), *nurturing* embodies the discourse of teacher-as-caring (Miller & Gkonou, 2018), *teachers as learners* encompasses the discourse of lifelong learning (Murray, 2021), *English experts* echoes the discourse of expert language teachers (Yuan & Zhang, 2020), and *teacher dispositions* reflects the discourse of teacher authority (Jeongyeon & Young, 2020). In contrast, the seventh representation (*professional uncertainty*) does not echo a common discourse, but instead represents a lack of professional vision. A teacher's lack of an imagined identity may have repercussions on their professional investment, as their professional aspirations can affect their current practices (Barkhuizen & Mendieta, 2020).

The participants mostly appeared to represent their LTIs in idealistic ways. It is possible that there has been some social desirability bias, with participants attempting to depict themselves in socially acceptable ways. However, these idealistic LTI representations may also be seen as reflecting ethical self-formation, whereby teachers engage in “making choices regarding how best to live and act in the world” (Miller & Gkonou, 2018, p. 51). Ethical self-formation is constructed with reference to social norms that shape teachers' understandings of what they see as important for becoming more professional teachers (Miller & Gkonou, 2018).

As explained, as the LTI representations of these teachers-in-training largely reflect common discourses about (language) teaching, it is possible that they are holding onto norms

associated with these discourses and hold themselves accountable for representing their LTIs in an ethical manner. However, this is not to say that their LTI representations are constructed entirely through common discourses. Rather, deeply nested within their LTI representations is their practical engagement in learning-to-teach and professional practices in their situated or imagined educational contexts. Thus, it could be argued that their LTIs encompass what Varghese et al. (2005) describe as the two primary means of LTI construction: identity-in-practice (identity constructed through concrete practice) and identity-in-discourse (identity constructed through language and discourse).

This study casts light on three primary sources from which non-English-dominant teachers-in-training tend to draw to represent their LTIs: past histories, imagination of alternative futures, and current engagement in LTE in an English-speaking country. The first two sources have been described in a study by Hsieh et al. (2021) as providing important sources of LTI for a non-English-dominant teacher-in-training in an Australian LTE program. As these authors observed, her LTI was inextricably interwoven with her “personal histories through direct engagement, alignment with communities and imagination projected in the future” (p. 195). Evidence of these two sources was also found in the current study, for example, in Yangxi’s depiction of a transmitter (past teaching) and Mengjuan’s portrayal of her ideal classroom (alternative futures).

However, it is not just through past histories and imagination, but also through current engagement in transnational LTE, that the teachers-in-training in this study represent their LTIs. Rather than remaining attached to their preconceptions of teaching, some of these transnational teachers-in-training appeared to be especially receptive to the disciplinary discourses and practices they were encountering in LTE in Australia. This was particularly evident in the cases of Ramira and Trinh whose affirming learning-to-teach experiences enabled them to reflect on their prior professional practices. These affirming experiences in

turn appeared to sustain their aspirations for enacting their imagined LTIs and preferred teaching approaches in their future teaching. In contrast to previous research reporting the limited impact of LTE on the LTI construction of transnational teachers-in-training (e.g., Crookes, 2015; Mirhosseini & Bayat, 2023), this study's findings highlight the important role of learning-to-teach experiences in LTE in influencing non-English-dominant teachers-in-training to develop their imagined LTIs. Imagined LTIs are important for the (re)construction of LTI, because, as noted by Hamman et al. (2013), "considering what type of teacher one hopes to be in the future may provide information about progress toward a goal, as well as motivational support to pursue that goal in the present" (p. 309).

However, it is important to keep in mind that, after returning to their home countries or moving elsewhere, the imagined LTIs of transnational teachers-in-training will likely need to be (re)negotiated in response to the institutional and societal expectations of the contexts where they find themselves. Teachers' imagined identities are not only shaped by their personal goals and aspirations, but also by broader sociocultural and sociopolitical values and expectations that extend beyond the personal (Miller et al., 2017). Transnational teachers-in-training with imagined identities that are not too far removed from the realities of actual teaching contexts are more likely to be invested in actualising these imagined identities than those with imagined identities that are far removed from these realities. In other words, the more realistic and attainable their imagined identities are, the more likely they are to be claimed and enacted.

Lastly, the LTI representations identified in this study generally align with those of previous studies that found non-English-dominant teachers' LTI representations, such as knowledge transmission and learner-centredness (Safari, 2020), nurturing (Qoyyimah et al., 2023), teachers as learners (Meihami, 2023), English experts (Sang, 2023), teacher dispositions (Sang, 2023), and professional uncertainty (Jiang et al., 2021). Although these

LTI representations have been separately reported in previous studies, most have examined a single LTI facet only, especially imagined identity. In contrast, the current study has examined all four LTI facets, revealing how these different LTI facets (mis)align with each other. These findings are important because they provide evidence of both identity alignments and identity tensions, as discussed in the following section.

### **3.7.2 Alignments and tensions**

In bringing together the four LTI facets, this study reveals how alignments and tensions both *within* and *between* different LTI facets are entangled in the transnational non-English-dominant teachers-in-training's LTIs. As noted, the bulk of research has focussed on tensions between LTI facets. This study, in contrast, has developed a more refined understanding of LTI facets by examining both tensions and alignments. The two main patterns of alignment that have emerged from this study are those between claimed and practised identities, and those between practised and imagined identities. These findings provide nuance to the claim that "identity work is the work of striving for, while never quite achieving, coherence among their different facets" (Benson, 2017, p. 20). This is because identity alignments may, in some cases, foster an integrated and coherent LTI, as these alignments may be indicative of "the self striving for coherence" (Ballantyne, 2024, p. 810). The identity alignments identified in the current study may be seen as reflecting what Akkerman and Meijer (2011) call the unity of teacher identity, which entails "the feeling of being one and the same person throughout various situations" (p. 312). The findings in this current study highlight the unifying aspects of LTI, which often appear to be downplayed or neglected, presumably due to the dominance of poststructuralism in LTI research, commonly treating LTI as a site of struggle and tension (e.g., De Costa & Norton, 2017; Norton, 2014; Norton & Morgan, 2023). This is not to say, however, that the unity of LTI is rigid and unmalleable. Rather, as Pennington and Richards

(2016) remind us, LTI is temporary and open to transformation through new experiences and new (re)interpretations of these.

Notwithstanding these alignments, this study has shown that, in some cases, tensions tended to figure more prominently in the participants' LTIs, and that they experienced tensions both *within* and *between* LTI facets. Not surprisingly, this study has identified tensions between claimed and assigned identities, which echoes the findings of previous studies (Fan & de Jong, 2019; Nazari et al., 2022) and highlights tensions due to conflicting personal and external expectations. While much has been written about tensions *between* facets, tensions *within* facets have been far less theorised and understood. This study's findings suggest that tensions *within* facets of identity may figure more prominently in the LTIs of non-English-dominant teachers-in-training and that these tensions may jointly disrupt or enrich their LTIs. As manifested in Mengjuan's and Xiaozhu's LTI representations, they concomitantly experienced different tensions within different LTI facets. These findings suggest that it is possible that various multilayered tensions may co-exist within teachers' different facets of identity, which may operate simultaneously to influence their LTI constructions. Specifically, when teachers are concomitantly confronted with various power-laden tensions (e.g., institutional policies and parental expectations), feelings of frustration or attempts to negotiate tensions may be evoked, which may amplify their LTI construction. As noted by Tajeddin and Yazan (2024), identity tensions are inevitable in LTI construction, as teachers need to negotiate prevailing institutional practices and discourses. Therefore, how teachers perceive and respond to tensions arising from these negotiations, they argue, has the potential to constrain or propel their LTI construction.

Professional identity tensions have only recently been examined in LTI research (Nazari et al., 2022), and much of this research, as illustrated in the research overview, has been conducted on in-service non-English-dominant teachers in EFL contexts. The current

study contributes to this limited but growing area of research by illustrating how tensions experienced by non-English-dominant teachers-in-training undertaking transnational LTE in Australia appear to be closely tied to incompatible personal and external expectations. Echoing previous studies (De Costa & Norton, 2017; Montgomery et al., 2024; Ruohotie-Lyhty et al., 2024), the current study has identified professional identity tensions at the nexus of micro-classroom, meso-institutional, and macro-social influences. As seen in this study, Xiaozhu's struggle to strike a balance between fulfilling both teacher and student role expectations (micro-classroom), Mengjuan's limited power to resist teaching-to-the-test mandates (meso-institutional), and Shuyi's resistance to the carer identity assigned to her by students' parents (macro-social) are all associated with discrepancies between these teachers' personal aspirations and external expectations.

Despite undertaking transnational LTE in Australia, the multifaceted LTI representations and identity tensions entangled therein of the non-English-dominant teachers-in-training in this study appear to be firmly embedded in their local EFL teaching contexts, which represent both their previous teaching experiences and possibly imagined teaching communities. This suggests that the teaching contexts in which non-English-dominant teachers-in-training have previously taught and are hoping to teach in the future are particularly influential in their LTI representations. This finding affirms Wenger's (1998b) contention that "we define who we are by where we have been and where we are going" (p. 149). The participants' representations of multiple facets of identity in relation to their local EFL teaching contexts can be said to reflect their sense of belonging to, and desired membership in, these contexts. The current study extends this discussion by employing photo-elicitation as an arts-informed tool for examining the multiple facets of LTI which provides teachers-in-training with a multimodal medium for expressing their voices. As revealed in Mengjuan's and Shuyi's LTI representations (Figures 3.6 and 3.11, respectively),

the deployment of photo-elicitation enabled them to express their resistance to intractable tensions within their teaching contexts. This highlights the value of photo-elicitation not only as a reflective tool for unpacking identity tensions, but also as a multimodal space for expressing resistance for those with little control over their practice.

The point needs to be made here that professional identity tensions are not necessarily destructive, as being aware of tensions and attempting to resolve them can lead to positive LTI constructions and enactment (Golzar et al., 2022; Yazan et al., 2023; Yuan et al., 2022). This is certainly true in the case of Mengjuan whose recognition of the tension between her beliefs (being strict) and institutional expectations (being humorous) contributed positively to her performative identity enactment. Enacting a humorous teacher identity provided her with a coping mechanism for resolving this tension. This finding demonstrates how teachers may exert agency by strategically ‘performing’ identities that are expected of them. The role that agency exerts in tackling identity tensions has been well documented in the literature (Nguyen et al., 2024; Nguyen & Ngo, 2023; Yuan et al., 2019). In another example, Mengjuan’s awareness of the tension in her practised identity due to being an exam-oriented tutor under pressure from institution and ‘customers’ motivated her to envision her professional future as a public school teacher with instructional flexibility. Despite finding these institutional forces and ‘customer’ demands around teaching-to-the-test inescapable, Mengjuan was able to reimagine the kind of teacher she was hoping to become and the teaching context where she wished to work. Thus, it could be argued that awareness of tensions within practised identities may trigger a (re)formation of imagined identities. This finding highlights that practised and imagined identities should not be viewed as mutually exclusive of, or directly opposed to, each other (e.g., Xu, 2012, 2013). Rather, they should be viewed as mutually constitutive, as imagined identities are “embedded and embodied in

practice” (Kubanyiova, 2017, p. 103) and are very much linked to prevailing actions both in the present and in the past (Barkhuizen, 2017a).

### **3.8 Conclusion and implications**

This study has provided a nuanced picture of LTI as having multiple facets that can be at times in alignment with each other and at times in opposition to each other. Both identity alignments and tensions are dynamic and context-dependent, and shaped by the discourses and practices teachers-in-training are exposed to and engaged with in their personal and professional contexts. As illustrated in this study, the transnational non-English dominant teachers-in-training appear to draw on teaching practices and educational discourses in which they engage to represent their LTI facets in ways that reflect identity alignments and tensions. These identity alignments and tensions appear to have been profoundly shaped not only by their enactment and envisioning of teaching in their EFL teaching contexts, but also by their transnational learning-to-teach experiences in LTE in Australia. This means that the LTIs of these transnational teachers must be understood in relation to both their local teaching and transnational learning-to-teach contexts.

Although this study focusses on identity alignments and tensions of non-English-dominant teachers-in-training in an Australian LTE context, it does not wish to suggest that such alignments and tensions are unique to these teachers. Rather, professional identity tensions appear to be part and parcel of LTI construction, and so this has implications for preparing language teachers in similar LTE contexts and beyond. As Yazan et al. (2023) and Yuan et al. (2022) observed, identity tensions are neither avoidable nor necessarily problematic. This points to the importance of raising teachers-in-training’s awareness of the role of tensions in LTI construction, especially for those transnational non-English-dominant teachers-in-training who may likely face tensions, in part because the LTIs they forge during

transnational LTE may come into conflict with those identities expected in their local teaching contexts.

One way of addressing professional identity tensions in LTE is through explicit introduction of the concept, with examples followed by discussion of the tensions that teachers-in-training may be experiencing. A notable example of this is the “at-tension” program developed by Meijer et al. (2014) in which teachers-in-training are encouraged to turn experiences of tensions into learning moments through an exploration of the tensions they have encountered and the coping strategies they have employed to manage these. Those with prior teaching experience could be invited to discuss their teaching contexts, and whether the kinds of teaching approaches advocated in LTE align with those expected in these contexts. Through such discussions, teachers-in-training may better understand possible tensions and the impact these may have on their LTIs. Furthermore, teacher educators could guide teachers-in-training to reflect on their multifaceted LTIs. In response to Weng and Troyan’s (2023) call for incorporating photo-elicitation as a reflective tool in LTE pedagogy, teacher educators could provide identity awareness-raising tasks, such as the photo-elicitation task employed in this study. Photo-elicitation, as shown here, is not only a site of LTI representations, but also an evocative and artistically engaging reflective tool.

Regarding limitations and future research directions, the arts-informed approach taken in this study has enabled the representations and elicitations of LTI facets and illuminated their relationships in terms of alignments and tensions. However, as the data is cross-sectional, it is impossible to draw conclusions about how LTI representations shift across time and space. Thus, it would be fruitful for future research to trace the LTI representations of teachers-in-training across time and space. Furthermore, as explained, data collection was undertaken during the COVID-19 pandemic which meant the participants had limited face-to-face learning opportunities. This might have affected how they made sense of the

transnational learning-to-teach experience and of themselves as teachers during their engagement in LTE in Australia, so the findings need to be interpreted with caution. Future research could pay particular attention to whether the teaching and learning context being studied is face-to-face, blended or on-line. Lastly, as many transnational teachers-in-training will likely return to their countries of origin (Llurda, 2005; Selvi, 2012), future research could explore how professional development can best support returnee teachers to navigate professional identity tensions in their teaching contexts. The findings of such research would be valuable for developing teacher education and professional development that transcends a fundamental focus on pedagogical knowledge and skills by raising teachers' awareness of, and ability to reflect on, the psychosocial aspects of teaching, such as identity.

**CHAPTER 4. IDENTITIES OF NON-ENGLISH-DOMINANT  
TEACHERS-IN-TRAINING: WRITTEN DISCURSIVE  
REPRESENTATIONS**

Adapted version under review for publication at *The Asian-Pacific Journal of Second and Foreign Language Education*:

Moonthiya, I., & Stevenson, M. (under review). Identities of non-English-dominant teachers-in-training: Written discursive representations.

Chapter 4, the second empirical chapter, investigates how transnational non-English-dominant teachers-in-training in an LTE program in an Australian university discursively represent their identities in their academic writing. The focus of this chapter is how LTIs are discursively represented in the ways teachers-in-training write about themselves as language teachers, their learning-to-teach experiences in LTE, and their teaching roles and practices as language teachers in assignments written for assessment purposes in LTE.

## 4.1 Introduction

Writing is known to be an act of identity representation (Burgess & Ivanič, 2010; Hyland, 2012; Ivanič & Camps, 2001; Matsuda, 2015). Ivanič (1998) conceptualised writer identity in terms of three dimensions: the autobiographical self, the discorsal self and the authorial self. The *autobiographical self* refers to the identities a writer brings with them to the act of writing, which are shaped by their life experiences (e.g., past experiences as a writer). The *discorsal self* refers to the impression that a writer conveys about themselves in their writing, either consciously or unconsciously. For instance, a writer may create the persona of an expert by demonstrating their in-depth understanding of the subject matter by using terminology appropriately. The *authorial self* refers to a writer's presence in their writing, and relates to the ways they express their voice and take a stance in their writing through the ideas they express and also through their language use.

Writing can also specifically be a site for disciplinary and professional identity construction (Hyland, 2010, 2012; Ivanič, 1998). For instance, written assignments, which are common in language teacher education (LTE) (Cho, 2014), typically require or expect teachers-in-training to engage with discipline-specific discourses and practices taught about in teacher education and to discuss the application of these to classroom practices (Haniford, 2010). As teachers-in-training/writers engage with disciplinary discourses and practices—whether by reproducing, questioning or applying them—they textually construct their disciplinary and professional identities through representing themselves in alignment, or opposition, with those discourses and practices (Abasi et al., 2006). For example, in a critical reflection, teachers-in-training might discuss how collaborative learning can be applied in their future teaching. In so doing, they not only demonstrate their application of this approach but also position themselves as an adopter of this approach, which, in turn, reflects their identity as a teacher who values this approach.

Existing research has examined how language teachers' disciplinary and professional identities are represented discursively in writing (e.g., Kessler, 2021; Supasiraprapa & De Costa, 2017). However, very little research has investigated identity representations in written coursework assignments (Moonthiya & Stevenson, 2024). Moreover, little research has examined how teachers-in-training who are international students in English-speaking countries represent their disciplinary and professional identities in writing.

The current study examines how transnational teachers-in-training from non-English-speaking countries undertaking an LTE program in Australia discursively represent themselves in written assignments they submit for assessment. The term 'transnational teachers-in-training' is used in this paper to refer to teachers-in-training who are engaged in LTE outside their country of origin, whether in-person in the host country or remotely through distance learning. The study focusses on this teacher population because teachers who undertake LTE in sociocultural contexts far removed from their own may grapple with LTE practices, particularly academic writing (Arkoudis & Tran, 2007; Paltridge, 2018), which constitutes a core assessment practice in LTE. An examination of teachers-in-training' identity representations in their writing can illuminate how they use language to represent their identities, and how producing written assignments in LTE contributes to their language teacher identities (LTIs). This understanding can not only assist teacher educators in understanding teachers-in-training's engagement with LTE discourses and practices and their potential impact on teachers-in-training's LTIs, but also in developing LTE pedagogy that supports teachers-in-training in developing their own LTIs.

## **4.2 Discursive perspectives on language teacher identities**

Discursive perspectives on LTI examine identities of language teachers in terms of "how different kinds of identities are produced in spoken interaction and written texts" (Benwell & Stokoe, 2006, p. 6). Viewed discursively, LTI can be conceptualised as "the ways in which

teachers use language to talk about themselves, their roles, and their practices as teachers ... as well as how they position themselves within the social, political, and historical contexts of their work” (Lee, 2013, p. 332).

Discursive perspectives are an integral part of identity-in-discourse (Trent, 2015; Varghese et al., 2005), which emphasises the importance of language use in the (re)presentation of identities, on the one hand, and the role of discourses, beliefs and values in identity development, on the other (Moonthiya & Stevenson, 2024). The former is encapsulated in what Gee (2015b) calls *little ‘d’ discourse* (language in use), and the latter in what he calls *big ‘D’ Discourse* (socially constructed ways of being in the world). Little ‘d’ discourse is integral to identity representations, as “the ways in which people display their identities includes the way they use language” (Paltridge, 2021, p. 27). When teacher-writers use language in particular ways—through their choice of words, phrasing or rhetorical styles—they signal certain aspects of their LTIs, such as their teaching beliefs and roles. The teacher-writers’ autobiographical, discursal and authorial selves (Ivanič, 1998) are interconnected aspects of their identities that are manifested in writing through language. For example, a teacher who writes: “In my past teaching, I strongly encouraged students to problem solve to foster their autonomy” would be signalling an identity representation as a facilitator. Here, the teacher’ autobiographical self is evident in the reference to their past teaching experience; their discursal self is expressed through how the teacher projects their persona as a facilitator; and their authorial self is signalled through the use of self-mention (I) and evaluative language (strongly encouraged). Such identity representation through *little ‘d’ discourse* does not exist in isolation but reflects *big ‘D’ Discourses* that shape how teachers represent their LTIs.

Discursive perspectives on identity have primarily focussed on LTI representations in written rather than spoken texts. Although numerous studies have examined language

teachers' identity representations in writing, they have not focussed on written assignment genres. The current study seeks to broaden the investigation scope by examining a range of genres to provide a more comprehensive picture of how LTIs are discursively represented in the ways transnational teachers-in-training write about themselves as language teachers, their learning-to-teach experiences, and their teaching roles and practices as language teachers in various assignment genres written for assessment in LTE.

### **4.3 Review of literature**

Broadly speaking, there are two main genres that have been examined in research on how language teachers represent their LTIs in writing: promotional genres and reflective genres. Research on how language teachers represent themselves in promotional genres has particularly focussed on teaching philosophy statements (TPSs) (e.g., Hallman, 2015; Kessler, 2021). A TPS is a text in which teachers describe their beliefs, practices and visions, and which is written to secure employment or apply for admission to higher education (Hallman, 2015). Overall, this research has highlighted positive LTI representations, likely because in writing promotional genres, teachers-in-training are strongly motivated to showcase themselves favourably. For example, Supasiraprapa and De Costa (2017) examined how two teachers-in-training (one English-dominant and one non-English-dominant) in a US-based LTE program discursively represented themselves in their TPSs. The researchers analysed language choices in the TPSs and conducted text-based interviews with the teachers-in-training to understand why they had made particular language choices. They found that the two teachers-in-training represented themselves as competent postgraduate students and reflective practitioners. Kessler (2021) conducted think-aloud interviews with experienced teachers to examine how they perceived the teachers-in-training's projected identities in their TPSs. The findings revealed that the teachers-in-training were perceived as

projecting three teacher identities: teachers capable of future success, passionate teachers and unique teachers.

The research on LTI representations in reflective genres (i.e., writers' reflections on personal feelings, perspectives and experiences) has primarily focussed on reflections about school-based teaching practicum experiences (e.g., Haniford, 2010; Vassilaki, 2017) or on the impact of teachers' language learning and teaching experiences on their identities, beliefs and practices as language teachers (e.g., Yazan, 2019a, 2019b, 2023, 2025). For example, Vassilaki (2017) analysed Greek non-English-dominant teachers-in-training's stimulated elicitation interviews about their written reflections on their teaching practicums in primary schools. The findings indicated that the teachers-in-training drew on three discourses to represent their LTIs: the discourse of knowledgeable teachers, the discourse of the mastery of academic language, and the discourse of democratic teachers that revolves around principles that promote democracy in the classroom. Also in a Greek context, Kosmanou and Vassilaki (2023) conducted a linguistic analysis of teachers-in-training's written reflections on their implementation of project-based learning during their practicums. It was found that the teachers-in-training portrayed themselves as compliant student teachers and competent teachers, which, according to the authors, can be said to reflect the teachers-in-training's conformity to institutional expectations. More recently, in a US-based graduate-level LTE course, Yazan (2025) investigated the use of autoethnographic reflections designed to encourage teachers-in-training to reflect on their language learning and teaching experiences and to uncover dominant discourses within their educational contexts. Through the analysis of a single case, the study found that the participant represented herself as a social justice advocate who rejected prescriptive approaches to language use and who questioned the ideology that equates proficiency in a dominant language, in this case English, with intelligence.

Existing research has thus illuminated how promotional and reflective genres provide discursive spaces for teachers-in-training to represent their LTIs, both of which are “representational genres” (Hyland, 2012, p. 71) with strong expectations for teacher-writers to explicitly write about their identities. However, teachers-in-training may also represent their LTIs in other written genres which do not require teachers to explicitly discuss their identities. Some common written genres in LTE are research papers (e.g., critical reviews), materials development (e.g., lesson plans), and materials reviews (e.g., evaluations of teaching materials) (Cho, 2014). The current study includes a range of written genres to examine more broadly how teachers-in-training represent their LTIs in their academic writing.

Regarding participants’ characteristics, the bulk of research on discursive LTI representations in writing has focussed on either English-dominant teachers-in-training (Hallman, 2015; Haniford, 2010; Yazan, 2025) or non-English-dominant teachers-in-training in their local teaching contexts (e.g., Kosmanou & Vassilaki, 2023; Vassilaki, 2017). Transnational non-English-dominant teachers in LTE programs in English-speaking countries may bring with them different expectations and understandings of academic literacy practices which may not align with those expected in host institutions (Arkoudis & Tran, 2007; Paltridge, 2018). Transnational non-English-dominant teachers-in-training thus represent a group with distinct characteristics that warrant further inquiry.

The current study provides an in-depth examination of how ten transnational non-English-dominant teachers-in-training in an LTE program in Australia discursively represent themselves in their written assignments completed for assessment purposes in LTE. The research question this study addresses is: How do the non-English-dominant teachers-in-training represent their LTIs discursively in their writing?

#### 4.4 Methodological approaches

There have been three major approaches taken in existing research on the representation of LTIs in writing. This mirrors the trend observed in the research on identity in writing more broadly (see Matsuda, 2015). The first approach is text-based, examining the linguistic features of texts that are of significance to identity representations, such as self-mentions (e.g., *I am a facilitator*) and evaluative language (e.g., *effective teaching*) (e.g., Kosmanou & Vassilaki, 2023). This approach is interested in what Matsuda (2015) calls the ‘empirical reality’ (p. 141) of identity, that is, the linguistic features of texts that can be directly observed. The second approach is interview-based, exploring the teacher-writers’ perspectives about the texts they have written (e.g., Hallman 2015; Vassilaki 2017). This approach focusses on what Matsuda (2015) terms the ‘phenomenological reality’ of identity (p. 141), that is, intangible aspects residing within writers’ perceptions. Lastly, the third approach combines analysis of written texts with text-based interviews to understand the way texts are written and why texts are written as they are from the writers’ perspectives (e.g., Haniford, 2010; Supasiraprapa & De Costa, 2017). The current study falls within the third approach, employing talk-around-text (Lillis, 2009). The use of talk-around-text brings together text and context, extending the research lens beyond texts to foreground participants’ insider perspectives about their texts (Lillis, 2009; Paltridge & Starfield, 2016; Paltridge & Stevenson, 2017; for further explanation, see section 4.6.2) .

#### 4.5 Theoretical framework

This study employs Pennington and Richards’ (2016) LTI framework. In this framework, LTI is conceptualised as being influenced by personal, professional and contextual factors, such as personal beliefs, teacher education and teaching contexts. This framework represents LTI as comprising foundational and advanced dimensions of language teaching. The foundational dimensions consist of five aspects: language-related identity, disciplinary identity, context-

related identity, professional self-awareness and learner-focussed teaching. Language-related identity refers to teachers' language background and proficiency in the target language. Disciplinary identity refers to teachers' pedagogical and content knowledge, acquired through both formal teacher education and teaching experience. Context-related identity refers to teachers' knowledge of contextual conditions that support or hinder teaching. Professional self-awareness refers to teachers' self-knowledge of their strengths and weaknesses and how such knowledge can optimize teaching. Learner-focussed teaching refers to teachers' knowledge of students in terms of their needs and interests.

In the current study, the foundational aspects of LTI are employed as a theoretical lens to examine how teachers-in-training represent themselves in their written assignments. The advanced aspects of LTI (i.e., knowledge into practice, theorising from practice, and membership in communities of practice and profession) stem from sustained professional development and gain prominence when the foundational aspects are firmly established (Pennington & Richards, 2016). As most participants are novice teachers with less than three years of teaching experience, it is deemed appropriate to focus on the foundational aspects only.

## **4.6 Methods**

### **4.6.1 Setting and participants**

The study was conducted in a Master of Education (MEd) in TESOL program within a major research-intensive university in Australia. This program is intended for aspiring or practising English language teachers seeking to further develop their professional expertise in TESOL. This program is designed for both English language teachers intending to teach English in the local Australian context or in contexts outside Australia. However, in practice, most of the teachers-in-training in the program are from countries other than Australia, particularly

Mainland China. To complete this program, teachers-in-training must complete 8 courses (4 core and 4 elective courses) that can be chosen from a variety of specialised areas, such as language teaching methodology, second language acquisition (SLA), and literacy and language teaching.

Assessment for a course typically is based on two or three assessment tasks, many of which are written assignments or include a written component. Examples of assessment tasks are a lesson plan, including a rationale, a critical reflection about making a digital story, and a critical review of an SLA theory and its pedagogical implications.

The selection of participants was purposive, with participants meeting the following criteria being selected to participate in the study: an international student enrolled in the TESOL program; at least one year of full-time English language teaching (ELT) experience; and, non-English-dominant. Ten teachers-in-training who met these criteria participated in the study. Ten teachers participated in the first stage of the study, which was a content analysis that identified the types of identity representations in the written assignments. Six types of identity representations were identified. For the second stage, one assignment excerpt that illustrated each of the six types was selected for the talk-around-text analysis. These six excerpts belonged to five participants.

Table 4.1 provides demographic information about the ten participants. Pseudonyms are used and the five participants who are included in the talk-around-text analysis are marked with an asterisk. The table shows that the participants were engaged in either blended or remote learning. During data collection in 2022, the customary face-to-face delivery of the program was disrupted by the COVID-19 pandemic. All lectures were delivered through videoconferencing, and tutorials were delivered face-to-face for onshore students and virtually for offshore students.

**Table 4.1***Participant Profiles*

<b>Pseudonym</b>	<b>Country of origin</b>	<b>Gender</b>	<b>Age group</b>	<b>ELT experience (years)</b>	<b>Study mode</b>
Trinh*	Vietnam	F	20–24	1–2	Onshore blended
Shuyi*	China	F	25–29	3–5	Offshore remote
Xiaozhu*	China	F	20–24	1 – 2	Offshore remote
Mengjuan*	China	F	30–34	> 5	Offshore remote
Luhui*	China	M	25–29	3–5	Onshore blended
Xifang	China	F	20–24	1–2	Onshore blended
Fantian	China	F	25–29	1–2	Onshore blended
Ramira	Paraguay	F	30–34	> 5	Onshore blended
Yangxi	China	F	25–29	1–2	Onshore blended
Xiuwen	China	F	30–34	1–2	Onshore blended

More detailed information is provided below for the five talk-around-text participants. This information has been obtained from the literacy history interviews (see section 4.6.2) that formed part of the talk-around-text data collection.

**Trinh**

Trinh, whose parents were also teachers, completed a bachelor's degree in ELT in Vietnam and worked as a sessional university lecturer in Vietnam for two years before pursuing the MEd TESOL in Australia. Trinh felt that her previous teacher education was adequate for day-to-day teaching, but did not feel that it sufficiently prepared her to make connections between theory and practice. As a lecturer teaching academic writing, Trinh felt comfortable with academic English.

**Shuyi**

Shuyi, who was studying offshore and working as a high school teacher in China at the same time, described her teaching role as: ‘my job is to help students prepare for their college entrance exams’. Shuyi described her undergraduate studies in China as emphasising descriptive writing and her postgraduate studies undertaken remotely in Australia as emphasising critical writing.

**Xiaozhu**

Xiaozhu was a novice teacher with one year of teaching experience in a primary school in China. Her decision to pursue a teaching career was strongly influenced by her parents, who impressed upon her that teaching is a respectable and stable profession for women in China. Xiaozhu stated that much of her knowledge about English academic writing came from her IELTS preparation, where her writing was developed with support from IELTS teachers who provided feedback on her writing.

**Mengjuan**

Mengjuan had eight years of teaching experience in China and came across as an experienced and highly reflective teacher. While studying the MEd TESOL remotely, she was working as a tutor in a private language school in China. Mengjuan expressed dissatisfaction with the school’s profit-driven focus and saw no career prospects there. Mengjuan described herself as having ‘no concept of academic writing’ and found academic writing experiences in the MEd TESOL program to be ‘eye-opening’.

**Luhui**

Luhui, a teacher who had established his own tutoring business in China, pursued his studies in the MEd TESOL in Australia, hoping this qualification would enhance his competitive edge upon returning home. Despite having some academic English writing experiences from

his previous degree in China, Luhui found his writing experiences in the MEd TESOL program 'really difficult' and felt doubtful about his academic writing ability.

#### **4.6.2 The talk-around-text method**

The study employs the talk-around-text method, which is an ethnographically-oriented research method that involves “talk between the researcher and the writer-participant about a text that the writer is writing or has written” (Lillis, 2009, p. 171; see also Paltridge et al., 2016). Lillis (2009) outlined two key characteristics of talk-around-text: firstly, talk-around-text should be conducted alongside literacy history interviews, so participants’ practices and perspectives can be understood with reference to their literacy experiences; and, secondly, texts used in talk-around-text should be authentic texts written by the participants, rather than texts designed for research purposes.

The talk-around-text method in the current study was designed accordingly. The data consists of literacy history interviews, assignment excerpts written by the participants for assessment purposes and talk-around-text interviews about these excerpts. During the literacy history interviews, participants were interviewed about their professional, language learning and academic writing experiences.

Before the talk-around-text interviews, participants were asked to select two assignments. Assignments of the following genres were selected: critical reflection (n=11) (i.e., critical reflection about making a digital story and critical reflection about a grammar lesson), critical review (n=5) (i.e., critical review of an SLA theory and inquiry into an L2 learner’s learning experiences) and instructional design (n=4) (i.e., a lesson plan for a hypothetical group of learners and writing effective teacher talk). Participants were asked to select two specific excerpts from each of the two assignments they selected where they had explicitly written about their identities, where there was information about their teaching beliefs, or where they felt they had reflected on their language teaching/learning experiences.

These excerpts could be in any section of the assignments and could be of any length. In the interests of obtaining insightful excerpts that may have gone unnoticed by the participants, the first author attempted to identify one additional excerpt in each assignment. However, this was not always possible because other excerpts in which the participants explicitly represented their identities could not always be identified. In total, 40 assignment excerpts were collected. However, only 20 of these (14 excerpts selected by the participants and 6 by the first author) were included in the content analysis, because the remaining excerpts turned out not to relate to identity, teaching beliefs or teaching experiences, but instead addressed other aspects, such as synthesis of the literature, and so were limited in relevance. It is important to be aware that when the participants wrote their assignments, they were not yet aware of the current study and did not know that their assignments might later be collected and analysed in terms of their identity representations.

Six out of twenty excerpts were selected by the first author for the talk-around-text analysis to illustrate each of the identity representations identified in the content analysis. These excerpts were selected on the basis that they were the most representative examples that best illustrated particular identity representations. They were taken, where possible, from different participants and from different genres to provide a balanced representation. The genres of these excerpts are: critical reflection (Excerpts 1.5 and 1.6), critical review (Excerpts 1.1 and 1.3), and instructional design (Excerpts 1.2 and 1.4).

During the talk-around-text interviews, these excerpts were used as the basis of the interviews. Participants were encouraged to comment on each excerpt in response to the following questions: “Why did you choose this excerpt to talk about?”; “What does this excerpt say about you as a language teacher?”. Participants were also asked the following questions about each excerpt: “Why did you write about ... in this excerpt?”; “Did writing

about ... lead you to reflect on yourself as a language teacher? If so, how?". Course guidelines and assignment instructions were collected to provide background information.

### **4.6.3 Procedure**

The interviews with each participant were conducted by the first author in two sessions: literacy history interviews and talk-around-text interviews. The literacy history interviews were conducted 2–4 weeks prior to the talk-around-text interviews and lasted about 20 minutes on average. The duration of the talk-around-text interviews varied from 50 to 155 minutes, with an average of 80 minutes. This variation is due to some participants being more expressive than others in engaging in extended conversations. Despite this variation, each participant answered all the key questions. All interviews were conducted through Zoom, as, due to COVID-19, three participants were undertaking the program offshore and those who were onshore preferred virtual interviews. All interviews were conducted in English and were video-recorded. The recordings were transcribed using the Zoom transcription feature and checked for accuracy by the first author.

### **4.6.4 Data analysis**

The analysis of the talk-around-text data involved two stages. The first stage involved content analysis of the twenty written assignment excerpts provided by the ten participants to identify types of LTI representations. Content analysis is an iterative process of identifying recurring analytical patterns and categorising these patterns in terms of similarities and relationships, with similar patterns grouped into categories that capture the underlying perspectives within the data (Saldaña, 2025). The analysis began with careful reading of the assignment excerpts to identify information that was relevant to the research question. The analysis was both deductive and inductive: the five foundational aspects of LTI in Pennington and Richards' (2016) framework formed the basis of the analysis, and the specific types of LTI

representations within these aspects emerged inductively from the data. In total, six types of LTI representations were identified (see Appendix I): four of these each represent different foundational aspects of LTI (i.e., disciplinary identity, learner-focussed identity, professional self-awareness and context-related identity) and the remaining two represent language-related identity (see Table 4.2 in Section 4.7.1). Following Cohen (2008), the excerpts were coded for both explicit and implicit references to identities. Explicit references are statements that directly reflect teachers' identities, such as overt mention of identity positions, whereas implicit references are statements in which teachers represent their identities "without stating or naming them directly" (Cohen, 2008, p. 83), such as reference to teaching experience.

The second stage was the talk-around-text analysis, which included analysis of both the assignment excerpts and the corresponding talk-around-text interview excerpts provided by the five participants who had written the six excerpts. The analysis of the assignment excerpts involved identifying key ideas and salient language features. Key ideas refer to ideas that exhibit traces of identities, such as participants' expressions of their teaching roles, beliefs and reflections on teaching or learning-to-teach experience. Salient language features refer to participants' language use that is of significance to their identity representations, such as overt mention of identity, self-mention and evaluative language. In the talk-around-text analysis, salient language features in the assignment excerpts are highlighted in red bold letters. The talk-around-text interviews about assignment excerpts were qualitatively analysed to uncover the similar or different ways in which the participants represent themselves in their assignments in comparison to those in the talk-around-text interviews. The findings presented in the talk-around-text analysis are organised around the six categories identified in the content analysis.

## 4.7 Findings

The findings are presented in two stages: the content analysis and the talk-around-text analysis.

### 4.7.1 Content analysis

The content analysis provides a categorisation of how the ten teachers-in-training discursively represented themselves in their written assignments. Table 4.2 below identifies six types of LTI representations (see section 4.7.2 for examples of these), which are grouped according to Pennington and Richards' (2016) five foundational aspects of LTI. The table also shows the pseudonyms of the participants contributing to each representation and the participants selected for the talk-around-text analysis.

The first aspect of LTI, *disciplinary identity*, is developed primarily through the attainment of disciplinary and pedagogical content knowledge (Pennington & Richards, 2016). Table 4.2 shows that the only representation under *disciplinary identity* was *teachers as research-informed practitioners*, which is concerned with teachers integrating theory and research into their teaching practices.

The second aspect of LTI, *learner-focussed teaching*, refers to teachers' knowledge about learners' needs and interests, and their ability to facilitate effective teaching based on this knowledge (Pennington & Richards, 2016). Table 4.2 shows that *teachers as facilitators* was the only LTI representation under this aspect and is concerned with teachers creating learning environments that encourage students to take responsibility for their learning.

The third aspect of LTI, *language-related identity*, refers to teachers' language background and their proficiency in and attitude towards the target language (Pennington & Richards, 2016). Table 4.2 shows that two representations under *language-related identity* were *teachers as language learners* and *teachers as empowered first language (L1) users*. *Teachers as language learners* is concerned with understanding how teachers' own

experiences as language learners influence their attitudes towards language learning and their language learner identities. *Teachers as empowered first language (L1) users* is concerned with teachers' recognition of their L1 in the classroom as contributing to their professional empowerment as multilingual teachers.

**Table 4.2**

*LTI Representations*

<b>LTI representations</b>	<b>Participants contributing to each representation</b>	<b>Participant selected for talk-around-text analysis</b>
<b>Disciplinary identity</b>		
Teachers as research-informed practitioners	Fantian; Ramira; Trinh; Xifang	Trinh
<b>Learner-focussed teaching</b>		
Teachers as facilitators	Fantian; Ramira; Shuyi; Yangxi	Shuyi
<b>Language-related identity</b>		
Teachers as language learners	Xiaozhu; Xiuwen	Xiaozhu
Teachers as empowered L1 users	Mengjuan	Mengjuan
<b>Professional self-awareness</b>		
Teachers as lifelong learners	Luhui	Luhui
<b>Context-related identity</b>		
Contextually responsive teachers	Mengjuan	Mengjuan

The fourth aspect of LTI, *professional self-awareness*, refers to teachers' awareness of their professional strengths and weaknesses and their capacity to improve their teaching based on this awareness (Pennington & Richards, 2016). Table 4.2 shows that the only representation under this aspect was *teachers as lifelong learners*, which is concerned with commitment to continuous learning for professional development.

The last aspect of LTI, *context-related identity*, refers to aspects of identity that are shaped by contextual affordances and constraints, such as institutional policies (Pennington & Richards, 2016). The only representation under *context-related identity* was *contextually responsive teachers*, which is concerned with designing teaching in response to the characteristics of teaching contexts.

Overall, the content analysis suggests that the teachers-in-training primarily represented themselves in terms of the positive qualities and dispositions that good teachers should embody. This may be related to the awareness of the teachers-in-training about the genre demands, which generally expect or require them to reproduce, apply, or question discipline-specific discourses or practices taught about in LTE. This awareness may have led them to represent their teaching beliefs, practices and identities in ways that align with disciplinary norms and expectations, as will be illustrated in the following talk-around-text analysis.

#### **4.7.2 Talk-around-text analysis**

The talk-around-text analysis provides an in-depth analysis of six excerpts that are representative of each of the above LTI representations. The discussion of each excerpt includes a description of the assignment excerpt, the participant's reason for choosing this excerpt, an explanation of which LTI the excerpt represents, followed by an analysis of the assignment excerpt and the corresponding talk-around-text interviews.

#### 4.7.2.1 *Teachers as research-informed practitioners*

Excerpt 1.1. is part of the pedagogical implications section of the critical review of an SLA theory. Trinh has chosen to critically review self-determination theory (Ryan & Deci, 2017), and after synthesising the research, she suggests teaching ideas based on this synthesis. In the excerpt, Trinh represents herself as a research-informed practitioner, that is, a teacher who can put theory into practice. Trinh stated that she selected this excerpt because it showed the kind of classroom activities she was hoping to conduct in her future teaching.

##### **Excerpt 1.1: Assignment**

Self-determination theory suggests that intrinsic motivation is **essential** and **considered a more effective long-term approach** to help students achieve learning outcomes than the extrinsic one (Muñoz & Ramirez, 2015). Thus, in this section, **I propose** a game-based teaching activity to apply intrinsic motivation in my future EFL classrooms.

In this excerpt, Trinh presents the proposed game-based activity as an application of self-determination theory. Trinh contrasts intrinsic motivation (driven by personal interest) with extrinsic motivation (driven by external rewards), using positive evaluative language (essential, considered a more effective long-term approach). Her use of “I propose” displays a confident authorial identity in which she positions herself as a research-informed practitioner.

Trinh’s explanation below juxtaposes teacher training in Australia and Vietnam, highlighting the greater integration of theory and practice in the Australian context. She states that developing a deeper understanding of theory and considering how to apply this to future teaching practice has strengthened her sense of professionalism.

##### **Excerpt 1.2: Talk-around-text interview**

Though I had years of teacher training, we just looked at pedagogical approaches and applied them, without considering any theory behind them. Now, everything makes

more sense – I have a chance to investigate theory, which really helps improve my professionalism and knowledge. I feel more confident as a teacher because I know that theory is proved and that my teaching is consistent with theory, so I feel I'm on the right track.

In this excerpt, Trinh claims that her teacher training in Australia has enabled her to investigate theory in a way that she had not been able to do in her previous teacher training in Vietnam, and that this has contributed to her confidence as a teacher. Trinh states that this confidence rests on her belief that 'theory is proved'. The choice of the word 'proved' suggests that she views theory as fixed and incontestable, rather than as a lens for explaining a phenomenon and a tool for informing practice. However, what Trinh may have meant is that she assumes that theory is well-supported by evidence and is accepted within a teaching community of practice, and so by basing her teaching on theory, she gains a sense of self-assurance.

#### 4.7.2.2 *Teachers as facilitators*

Excerpt 2.1 is part of the pedagogical assignment in which a lesson plan was developed in which Shuyi was expected to justify her pedagogical choices. In this excerpt, Shuyi explains how her role as a teacher has shifted from 'a knowledge-teller' to 'a facilitator'. Shuyi stated that she chose this excerpt because it represented an ideal lesson she would like to teach in the future.

##### **Excerpt 2.1: Assignment**

In this lesson plan, **I attempt** to teach poetry that learners are likely to be interested in and choose appropriate topics related to learners' daily routines. The role of the teacher changes from **a knowledge-teller** to **a facilitator**. **My job** is **no longer** to **directly** instruct learners what features of cinquains are. Instead, what **I do** is to guide them by facilitating them to write cinquains. In a conventional class, instructors

introduce the features of cinquains **directly**; however, in this lesson, **I provide** three samples and some guiding questions to help learners build their knowledge.

In this excerpt, Shuyi contrasts a facilitator with a knowledge-teller and distinguishes between two corresponding opposing teaching approaches (guided discovery versus direct instruction). This contrast reflects “an oppositional portrait” (Cohen, 2008, p. 83): who teachers are versus who they are not. The phrase ‘no longer’ indicates a shift in Shuyi’s teaching roles, suggesting that she may have adopted direct instruction in her previous teaching. Shuyi’s prominent use of self-mentions (I attempt, my job, I do, I provide) serves to emphasise her ownership of the lesson plan and conveys her discursual identity as a facilitator.

In contrast, in the interview, Shuyi expresses concern about the practicality of her lesson plan in her teaching context in China and acknowledges that her lesson plan represents an idealised lesson.

### **Excerpt 2.2: Talk-around-text interview**

It’s just a lesson plan I designed for my ideal class, not a real lesson. In this lesson plan, I’ve tried my best to reach my ideal image of a teacher, but in my real teaching, I cannot do this. I haven’t really used learner-centred approaches. I have to teach to the test, though I know it’s boring and students aren’t interested, but I have to keep the class going.

As Shuyi has not yet applied learner-centredness in her actual teaching, it could be said that the facilitator identity she represents in the excerpt is somewhat inauthentic. However, it could also be viewed as reflecting the tension between Shuyi’s imagined (who she is aspiring to become) and practised (how she enacts her teaching) identities (Moonthiya, 2024; Xu, 2012), the source of which arise from the disjunct between institutionally-mandated exam-oriented teaching and the learner-centredness she aspires to adopt. Shuyi’s representation of

her imagined instead of practised identity can be viewed as an assertion of agency to express resistance against institutionally-mandated exam-oriented teaching.

However, it could also be the case that Shuyi may have attempted to portray herself as a facilitator to impress the marker. This endeavour could be seen as reflecting “an element of gamesmanship” (Chiu, 2016, p. 57), in which student-writers play strategically to win the writing game. This strategy involves the writer’s attempt to present themselves in a way that will be favourably perceived by the intended reader. As Hyland (2012) observed, in contexts where authority is exerted on writing such as assessed assignments, student-writers may feel compelled to represent themselves in ways that will be valued or rewarded.

#### 4.7.2.3 *Teachers as language learners*

Excerpt 3.1 is part of the critical review of an SLA theory that focusses on explaining L2 learning in which an L2 learners was interviewed. In this part of the review, Xiaozhu compares her L2 learning experiences with those of the learner she interviewed. This excerpt captures her “languaged lives” (Ellis, 2016a, p. 599), that is, her lived experiences with language learning. Xiaozhu stated that she selected this excerpt because it contains information about her identity as an English learner.

##### **Excerpt 3.1: Assignment**

During his English learning, the interviewee thought speaking was the most difficult part, because, as **an L2 learner**, in the absence of English environment, it was **difficult** to develop sensitivity to English, and because it was **difficult** to translate ideas from Chinese to English. I also consider speaking **challenging**, because not only do I **lack** input environment, but I also translate in my mind first. For **Chinese language learners**, Chinglish will emerge. It refers to **improper** use of English by Chinese speakers that contains Chinese rules, which **do not comply with** English rules (Han, 2018).

In this excerpt, Xiaozhu's L2 learner identity is brought to the fore through her use of overt mention of identity positions (an L2 learner, Chinese language learners). Xiaozhu appears to hold deficit views towards the L2 learner identities of herself and other Chinese learners of English, as her reflections are largely negative (challenging, difficult, lack), emphasising the challenges she and her interviewee have encountered in terms of lack of input and translation from L1. Her use of negative evaluative language (improper use, not comply with) appears to reflect a deficit attitude towards Chinese English.

In the talk-around-text interview in Excerpt 3.2, Xiaozhu also expressed negative attitudes towards her English learning experiences through her use of negative evaluative language. Furthermore, Xiaozhu uses 'native' and 'native speakers' as a yardstick against which she negatively evaluates her spoken English and possibly by extension also her L2 learner identity. Although Xiaozhu wrote Excerpt 3.1 from a learner perspective, in the talk-around-text interview, she reflected on this excerpt from both language learner and teacher perspectives.

**Excerpt 3.2: Talk-around-text interview**

As a learner, I know how difficult it is to speak English. I always translate from Chinese to English, and the translating process is very slow and not very native. It's always coming up with some weird words or sentences, though it can be understood by others, like native speakers, but I know it's weird. As I'm a teacher now, I'm trying to prevent students from having this experience, but it's very hard to change it.

The difficulty Xiaozhu faces as an L2 English learner in terms of translation from L1 has motivated her to find ways to help her learners overcome this difficulty. Ellis (2016b) made the point that language teachers' reflections on their language learning experiences can be a valuable pedagogical resource. Xiaozhu expresses empathy with Chinese learners of English, as she has been in their shoes. She also conveys that her L2 learning experiences lend

credibility to her teaching. The interview excerpt illustrates that, although Xiaozhu's identity as an L2 learner is foregrounded in the excerpt because this is an expectation of the assignment, writing about her L2 experiences enables her to reflect on and connect her language learner and teacher identities.

#### 4.7.2.4 *Teachers as empowered L1 users*

Excerpt 4.1 is taken from the pedagogical assignment about teacher talk (the language used by teachers in the classroom). The excerpt is from part of the assignment in which teachers-in-training are expected to explain and justify their general beliefs about teacher talk. In this excerpt, Mengjuan takes a positive stance towards the use of L1 and L2 in ELT. In the interview, Mengjuan stated that she selected this excerpt because it served as a reminder for her that her L1, Mandarin, should have a place in her classroom and that this recognition boosted her confidence in using Mandarin in her ELT.

##### **Excerpt 4.1: Assignment**

Large exposure to L2 in L2 classroom is crucial, especially for learners who have little opportunities to access L2 outside classroom (Duff & Polio, 1990). However, the significance of considerable exposure to L2 **does not necessarily follow** that instructors **don't have to** take the role of L1 into account. Consequently, an appropriate adoption of L1 and L2 **should be carefully considered** by instructors who aims to achieve their pedagogical purposes.

In this excerpt, Mengjuan acknowledges that the use of both L1 and L2 by language teachers in the language classroom is important. However, the stance she has taken towards L1 use does not appear to fully reflect her reasons for choosing this excerpt, as her acknowledgement of the value of L1 in teacher talk is not that strong. The impersonal way this excerpt is written (use of passive voice and use of modal expressions with double negation) does not create a

strong authorial presence or convey a discorsal identity of a bilingual teacher who greatly values L1 use.

In contrast, in the talk-around-text interview in Excerpt 4.2, Mengjuan expresses a strong conviction that L1 use in teacher talk is valuable. She contrasts her previously held deficit view of using L1 in the classroom with her current view that L1 use is not only a useful pedagogical resource, but also a vehicle for self-empowerment.

**Excerpt 4.2: Talk-around-text interview**

In the past, I didn't realise that my L1 or my bilingual experiences could be an asset for my students. However, now, I realise that being a bilingual can facilitate my students' learning. L1 use is not a sign of teachers' deficiency in English or in teaching. This realisation reminds me that L1 should have a place in my class. Writing this assignment really boosts my confidence as a bilingual teacher – I feel empowered.

Mengjuan's response highlights a shift from a monoglossic view of language education to a heteroglossic one and establishes a binary opposition between L1 as a deficiency and L1 as an asset. This shift may contribute to an LTI as a "multicompetent plurilingual" (Ellis, 2016a, p. 626) who leverages her communicative repertoire in ELT.

Overall, in the interview, Mengjuan presents an authoritative teacher voice, giving the impression of a plurilingual teacher with firm beliefs about the value of L1 use in the classroom. In contrast, in the assignment itself, Mengjuan projects a more impersonal voice in which her own beliefs about teacher talk are less evident. Her impersonal voice may stem from her attempt to write the assignment objectively or from difficulties in expressing her voice directly.

#### 4.7.2.5 *Teachers as lifelong learners*

Excerpt 5.1 is the concluding paragraph of the critical evaluation of the grammar lesson implementation. In this excerpt, by expressing his belief that teachers should engage in lifelong learning for professional development, Luhui implicitly represents himself as a lifelong learner who seeks to stay abreast of current knowledge, as evidenced in the statement about what it means to be a teacher (a learner all the time). Luhui stated that he selected this excerpt because it reflected his belief in lifelong learning.

##### **Excerpt 5.1: Assignment**

To be a teacher means to be **a learner all the time**. Teachers really need to update their knowledge to make their lessons **interesting** and **meaningful**. Only when teachers are **good learners** themselves can they make their lessons **different from others**.

Being a lifelong learner has been found to be an important aspect of teacher identity and has also been associated with teachers' continuing professional commitment (Cohen, 2010). For Luhui, teachers who seek to improve their teaching are more likely to set their lessons apart from those of others. The adjectives 'interesting' and 'meaningful' are positive descriptors that highlight the desired qualities of lessons, and the phrase 'different from others' conveys a standard of uniqueness that Luhui believes teachers should strive for.

In the talk-around-text interview, Luhui reinforces the importance of teachers striving for lifelong learning to avoid the pitfalls of complacency and stagnation. According to Luhui, teachers must strive to bring uniqueness to teaching by avoiding rigid adherence to textbooks, and instead using innovative teaching approaches to enrich students' learning. However, when talking about teachers' uniqueness, Luhui's focus shifts away from lifelong learning to teacher popularity. In his view, lifelong learning is intertwined with the perceived attributes of good teachers as 'unique' and 'popular'.

**Excerpt 5.2: Talk-around-text interview**

If you're satisfied with what you know, you won't make any progress, but if you're eager to learn, you'll be a lifelong learner. Teachers have to learn new strategies and teach new things – not just knowledge in the textbook – to make the class interesting. Teachers should present knowledge in unique ways. How to be a popular teacher among students? Teachers must be unique.

This entwinement may indicate Luhui's belief that teachers who pursue lifelong learning may bring uniqueness to their teaching, which could in turn contribute to their popularity.

However, this may also reflect the competitive nature of teaching in his context in which teachers may be under pressure to set their lessons apart to win students' hearts and minds. Luhui's strongly modalised statement 'teachers must be unique' emphasises the importance of teachers' originality in garnering popularity. As a self-employed teacher who established his tutoring business in China, Luhui may have strived to make his teaching appealing. As Li (2022) noted, a sense of uniqueness of private English tutors in China is driven partly by the competitive customer-centric culture of tutoring schools and conveys tutors' desire for recognition.

**4.7.2.6 Contextually responsive teachers**

Excerpt 6.1 is part of the evaluation section of the critical reflection about making a digital story. In this excerpt, Mengjuan writes about making teaching decisions based on specific contexts in which she could teach and so implicitly represents herself as a contextually responsive teacher. Mengjuan stated that she selected this excerpt because writing a critical reflection taught her to think critically about the application of teaching innovations in specific teaching contexts.

### Excerpt 6.1: Assignment

Whether to teach learners to make their own digital stories **depends largely on** specific teaching contexts. If I teach English in contexts prioritising students' tests performance, like secondary schools, I won't incorporate digital stories, as what teachers and students devote their time and energy to are tasks that can **directly** and **effectively** enhance students' test performance. However, I will teach my elementary students to make digital stories to enhance their language learning. Elementary students may not face much exam pressure, so they may have more time and interest in devoting themselves to a project requiring **considerable time**, yet beneficial in the long term.

In this excerpt, Mengjuan represents herself as a teacher who is well versed with contextual constraints, as reflected in her use of the phrase 'depends largely on' to indicate the role that contexts have on her pedagogical decisions. The adverbs 'directly' and 'effectively' suggest that teachers and students should focus on exam-oriented activities that yield measurable improvements in test scores. The representation of a contextually responsive teacher reflects what Kumaravadivelu (2012) calls "context-sensitive pedagogic knowledge" (p. 539). This knowledge rejects the adoption of predetermined teaching principles without consideration of teaching contexts and instead promotes the development of teaching that is responsive to specific contexts. Mengjuan recognises that different contexts have different potentials for teaching, and that in order to function effectively in these contexts, she needs to align with contextual expectations.

In excerpt 6.2, in the talk-around-text interview, Mengjuan emphasises balancing openness to new teaching innovations with critical thinking about their practical application.

### **Excerpt 6.2: Talk-around-text interview**

Doing this assignment reminds me that for any teaching development, we need to think critically. Just because it's effective in one context or just because some scholars say it's effective doesn't mean it's suitable for our context. Making a digital story makes me become open to new teaching ideas and think critically, not simply blindly endorsing or rejecting new teaching ideas. I'll think about some modifications to make digital stories suitable for my context.

By evaluating the possible use of digital stories in her teaching context, Mengjuan realises that she should not be a mere consumer of knowledge produced by researchers but should instead be a teacher who is cognisant of the context in which her pedagogical decisions are being made. The statement 'not simply blindly endorsing or rejecting new teaching ideas' underscores the importance of a balanced approach to adopting new practices, suggesting the view that teachers should critically assess new teaching ideas before integrating them into their teaching practices. Overall, the representation of a contextually responsive teacher reflects the view that LTI is shaped by teaching contexts teachers find themselves in (Pennington & Richards, 2016).

## **4.8 Discussion and implications**

This study has examined how transnational non-English-dominant teachers-in-training in an LTE program in Australia represented their identities in three written assignment genres: critical reflection, critical review and instructional design. As explained, the six types of LTI representations within disciplinary parameters identified in the analysis appear to be shaped by the genre expectations of the assignments. As Hyland (2015) observed, "genres help to perpetuate the norms and thinking of disciplinary communities and so encourage the performance of certain kinds of professional identities" (p. 42). However, this is not to suggest a deterministic view in which the LTI representations were rigidly circumscribed by

genre expectations. The talk-around-text findings suggest that the teachers-in-training also exerted some degree of agency through choosing aspects of their own language learning or teaching experiences (e.g., Excerpts 3.1/3.2 and 6.1/6.2) or learning-to-teach experiences (e.g., Excerpts 1.1/1.2 and 2.1/2.2) to articulate their teaching beliefs, practices and identities in their writing. Thus, it can be said that the teachers-in-training “walk a tightrope between projecting an individual persona and taking on social roles and qualities valued by community members” (Hyland, 2010, p. 183).

The six types of LTI representations found in this study reflect the foundational aspects of LTI identified by Pennington and Richards (2016) and are closely aligned with common discourses in TESOL and general education, thus illustrating identity-in-discourse (Varghese et al., 2005), that is, how teachers take up discourses to represent themselves, their practices and their roles as teachers. Five of these representations echo disciplinarily-valued discourses. *Teachers as research-informed practitioners* reflects disciplinary identity (Pennington & Richards, 2016) and evidence-based teaching (Borg, 2007), emphasising the integration of research and theory into teaching. *Teachers as facilitators* reflects learner-focussed teaching (Pennington & Richards, 2016) and learner-centredness (Bremner, 2021), highlighting the role of teachers in encouraging students to take charge of their learning. *Teachers as empowered L1 users* reflects language-related identity (Pennington & Richards, 2016) and multilingualism (May, 2014), highlighting how teachers’ recognition of the value of their L1 enhances their sense of empowerment. *Teachers as lifelong learners* reflects professional self-awareness (Pennington & Richards, 2016) and lifelong learning (Cohen, 2010), emphasising the importance of continuous learning for professional development. *Contextually responsive teachers* reflects context-related identity (Pennington & Richards, 2016) and contextually responsive teaching (Kumaravadivelu, 2012), underscoring how teachers adapt their teaching in response to the dynamics of teaching contexts.

Such LTI representations in alignment with disciplinarily-valued discourses suggest the teachers-in-training's attempts to display their proximity to, and so to claim membership of, the LTE community and the teaching profession. Attaining disciplinary membership can provide a basis for establishing a strong LTI (Pennington & Richards, 2016). As Abasi et al. (2006) observed, to be recognised as disciplinary members, student-writers should adopt "the subject positions or the social identities that the Discourse(s) of their prospective disciplinary communities call upon them to occupy" (p. 104). However, it is important to remember that while certain discourses make available certain identity positions, teachers have the freedom to choose whether to accept or resist these positions (Haniford, 2010).

In contrast, one of the six representations (*teachers as language learners*) does not reflect a disciplinarily-valued discourse, instead representing the deficit-based discourse of native-speakerism (Holliday, 2006). This deficit representation may stem from the teachers' internalised beliefs that their professional illegitimacy is tied to their self- or other-ascribed 'non-native' status, thus preventing them from seeing themselves as legitimate language teachers. This representation of language-related identity (Pennington & Richards, 2016) highlights that the identities of language teachers are entwined with their language backgrounds and proficiencies.

The teachers-in-training drew on their autobiographical, discursal and authorial selves (see Ivanič 1998) to represent themselves in their writing. Regarding the autobiographical self, they brought their personal language learning or teaching experiences (e.g., Shuyi, Xiaozhu and Luhui), current learning-to-teach experiences in LTE (e.g., Mengjuan and Trinh), and visions of their future teaching practices (e.g., Mengjuan, Shuyi and Trinh) to their writing. The incorporation of the past, present and future aspects of their lives into writing reinforces Block's (2017) contention that LTI involves "an element of self-presentation" which weaves together teachers' "experiences in the past and present, as well as

those anticipated in the future” (p. 32). The teachers-in-training’s reference to their past, present and future teaching and/or learning-to-teach experiences to express their identities was also shaped by the assignment instructions, which either required or expected them to discuss these experiences.

Regarding the discursal self, the teachers-in-training mostly portrayed themselves in terms of idealised representations of good teachers, projecting desirable images of how good teachers should be(come) and what good teaching should entail. Viewed positively, these idealised representations can be seen as a form of ethical self-formation (Miller et al., 2017), which reflects teachers’ moral stance towards their values, visions and the ethical judgements they make to become more professional (Barkhuizen, 2019b). Ethical self-formation is influenced partly by the norms and values in a particular context and the identity options made available by prevailing discourses and practices within that context (Miller et al., 2017). As explained, as most LTI representations reflect common disciplinarily-valued discourses, it is possible that the teachers-in-training may be adhering to the norms and values associated with these discourses and feel a sense of responsibility to represent themselves in an ethical-professional manner.

However, social desirability is also likely to play a role in these idealised discursal representations of LTI. The teachers-in-training are, of course, aware that what they write will be assessed and that there are asymmetrical power relations between themselves and the markers. This awareness, coupled with the desire to perform well academically, might have led them to represent themselves in the best possible light by reproducing or even parroting prevailing disciplinary discourses. That said, identity representations should not be judged in terms of whether they are genuine or duplicitous but instead should be taken as context-dependent and provisional. This view aligns with discursive perspectives (Prior & Talmy, 2021), which suggest that what we write about ourselves is not necessarily a reflection of

reality, but an act of representation that can be performative acts in relation to prevailing discourses.

Regarding the authorial self, the teachers-in-training expressed themselves as authors through an array of discursive strategies, particularly use of self-mention to express their authority (I propose) and their belonging (my future EFL classrooms), use of overt mention of identity positions (an L2 learner), and use of binary oppositions to differentiate preferred from non-preferred teaching roles (a facilitator versus a knowledge-teller). Through using discursive strategies like these, the teachers-in-training used language to project their identities-in-discourse and to align themselves with the genre expectations, which typically required them to display an overt authorial presence when expressing their stance on their teaching beliefs and practices.

The talk-around-text method has enabled the teachers-in-training to voice their own perspectives on how they have represented themselves in their writing. Matsuda (2015) contends that examining identity in writing should entail not only an analysis of texts themselves, but also an examination of how writers view the texts they have written. However, a comprehensive understanding of identity in writing should also entail the intended readers' perspectives (Burgess & Ivanič, 2010; Matsuda, 2015), an aspect that is absent from the current study. Future research could benefit from incorporating markers' perspectives to gain a comprehensive understanding of how assignments are received by their intended readers.

All in all, this study's findings illustrate that written assignments, even without explicitly requiring discussions of identities, provide discursive spaces for the teachers-in-training to represent their LTIs and that these representations appear to be shaped by both genre expectations and their own agency. It is difficult, if not impossible, to know precisely which of these two aspects played a stronger role. Nevertheless, the study's findings point to

the importance of raising teachers-in-training's awareness of writing not only as a tool for displaying disciplinary knowledge, but also as discursive spaces for representing and possibly negotiating their LTIs. Our experiences in teaching teachers-in-training in the LTE program under investigation suggest that those who opted to participate in this study may have been particularly aware of what was required or expected in their assignments. Thus, the ways that these teachers-in-training wrote may not necessarily reflect the ways less socialised teachers-in-training write. Therefore, a recommendation for teacher educators is to provide examples from actual assignments, such as the ones discussed in this paper, to teachers-in-training and use these to discuss the kinds of writing expected of them.

Lastly, it has been argued that student-writers should be made aware that successful writing involves both displaying disciplinary knowledge and projecting identities in ways that correspond to disciplinary expectations (Abasi et al., 2006; Hyland, 2012). However, it is equally—if not more—important, in order to avoid the risk of formulaic thinking and a tick-box mentality, to encourage teachers-in-training to not simply toe the line or fit themselves into a straitjacket of disciplinary norms and institutional expectations. Rather than parroting or uncritically reproducing what they believe is expected of them to display conformity, teachers-in-training could benefit from adopting a questioning and critical stance on disciplinary discourses and practices they encounter, which are often predicated largely on western perspectives on language education. For this to occur, it is essential to create a safe learning environment that encourages criticality and intellectual risk-taking. By creating such an environment, it is possible to foster the development of critical and reflective teacher identities among teachers-in-training.

**CHAPTER 5. INTEGRATING IDENTITY INTO LANGUAGE  
TEACHER EDUCATION: TEACHER EDUCATORS' PERCEPTIONS  
OF THEIR PEDAGOGICAL PRACTICES**

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Chapter 5, the third and final empirical chapter, investigates the integration of a focus on LTI into the pedagogy of language teacher educators in an LTE program in an Australian university. The chapter explores the extent to which and how the teacher educators integrate a focus on LTI into their pedagogical practices.

## 5.1 Introduction

Through language teacher education (LTE) teachers-in-training acquire and develop specialised disciplinary and pedagogical content knowledge, beliefs and principles that help shape not only their understanding of language teaching and learning but also their language teacher identities (LTIs) (Richards, 2023; Yazan & Lindahl, 2020). It is widely acknowledged that LTI is socially constructed, and for teachers-in-training, teacher educators are potentially an important source of influence on their LTIs (Barkhuizen, 2021). Varghese et al. (2016), among others, called for future research to investigate how teacher educators' pedagogical practices and LTE can be designed to make LTI more central to the knowledge base of LTE.

Over the past decade, a growing number of studies have taken up this call by investigating the pedagogisation of identity in teacher education and professional development, as exemplified by the publication of special issues (Lindahl & Yazan, 2019; Yazan & Uştuk, 2025), edited volumes (Yazan & Lindahl, 2020) and journal articles (Uştuk & Hu, 2025; Yuan & Wang, 2025). Although these studies offer a rich repository of practical ideas and activities for language teacher educators to integrate a focus on identity into their pedagogy, they predominantly centre on the experiences and reflections of teachers-in-training themselves. The voices of language teacher educators—those who design and/or enact such pedagogy—remain underrepresented in the literature. As Barkhuizen (2021) aptly reminds us, “it is the teacher educators who set up and engage in the interactions and activities with the student teachers; they are integrally immersed in what goes on with their teacher education” (p. 39). Examining language teacher educators' perspectives on their pedagogical practices in relation to LTI integration can assist us in thinking more deeply and critically about the potential place of LTI in LTE.

The current study examines whether and how teacher educators in a postgraduate LTE program in Australia integrate a focus on LTI into their pedagogy. Findings from this study

have the potential to reveal possible ways of pedagogising identity in teacher education. The study critically discusses its findings in light of calls that have been made to make LTI a central focus in LTE (Lauwo & Norton, 2023; Varghese, 2025; Yazan & Uştuk, 2025).

## **5.2 Literature review**

### **5.2.1 Identity-in-practice and identity-in-discourse**

LTI scholarship stresses the importance of raising teachers' awareness of their own LTIs (De Costa & Norton, 2017; Lindahl & Yazan, 2019; Varghese et al., 2016). LTI can be broadly defined as “an interaction of how we see ourselves as language teachers... and how others see us” (Varghese, 2017, p. 45). For example, English teachers who speak languages other than English as their primary language may perceive themselves as ‘multilingual teachers’, while others may perceive them as ‘non-native teachers’. These opposing self and other perceptions may create identity tensions (Fairley, 2020; Moonthiya, 2024). Beyond self-awareness and external perceptions, LTI also includes teachers’ “imagination of themselves as language teachers” (Yazan, 2022, p. 185) and “how they enact their roles within different settings” (Richards, 2010, p. 110). This awareness, imagination and enactment of LTI can help teachers situate themselves in their professional lives, enabling them to develop “their own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society” (Sachs, 2005, p. 15). For example, English teachers who perceive themselves as multilinguals likely embrace their communicative repertoires (how to be), enact teaching approaches that promote multilingualism (how to act), and reflect on their role in supporting multilingualism in society (how to understand).

In seminal work on LTI, Varghese et al. (2005) conceptualised LTI as being developed through both practice (identity-in-practice) and discourse (identity-in-discourse). Identity-in-practice views teachers' LTIs as “constructed, enacted and understood by themselves and

others through their practices within the contexts in which they find themselves” (Moonthiya & Stevenson, 2024, p. 2). Therefore, identity-in-practice involves how teachers reflect on their own and others’ teaching practices, as well as how teachers envision their future teaching practices. In contrast, identity-in-discourse views teachers’ LTIs as negotiated through language and discourse (Varghese et al., 2005). Therefore, identity-in-discourse includes how teachers express themselves as teachers and relates to the beliefs, values and discourses teachers draw on to negotiate their LTIs (Moonthiya & Stevenson, 2024; Trent, 2015).

In conceptualising how LTI can be viewed vis-à-vis LTE, Varghese et al. (2005) contend that “identity-in-discourse and identity-in-practice can help us in conceptualising language teacher education more comprehensively” (p. 39). Richards (2017) supports this view, maintaining that the learning-to-teach experiences of teachers-in-training and their developing LTIs are influenced by “the discourses and activities that shape the practices of teacher education” (p. 143). However, Richards (2017) also pointed out that little is known about what these practices and discourses employed by teacher educators entail, particularly from the perspectives of teacher educators (Moonthiya & Stevenson, 2024). The current study employs identity-in-practice and identity-in-discourse as a lens to explore the pedagogical practices and discourses involved in LTI integration of teacher educators. This theoretical perspective is used to characterise what teacher educators do and what discourses are made available in their practices to enable teachers-in-training to reflect on their LTIs.

Richards (2017) suggests an area of further research— “how issues related to teacher identity can best be addressed in teacher education courses” (p. 144)—a point more recently echoed by Yazan (2019b), who maintains that “more work is needed to understand how teacher identity can be integrated in the practices of teacher education” (p. 2). A starting point in addressing these research calls is to examine LTI integration in terms of the extent to

which and how LTI is integrated into LTE pedagogy. The current study applies the framework of identity-in-practice and identity-in-discourse to examine which practices and discourses the teacher educators emphasised in their teaching to support LTIs of teachers-in-training.

### **5.2.2 Identity-oriented pedagogy**

The current study builds on an emergent research domain examining what has been variously referred to as “identity-as-pedagogy” (Jain, 2022; Morgan, 2004; Motha et al., 2012), “a pedagogy of identity” (Jenlink, 2014) and “identity-oriented pedagogy” (Uştuk & Yazan, 2024a, 2024b). This research domain has emerged in the last decade, presumably because the importance of LTI has increasingly been recognised (Varghese et al., 2016; Yazan, 2025). This research represents a shift from the use of identity as “a research frame” in examination of teachers’ professional lives and practices to “a pedagogical tool” in teacher education and development (Olsen, 2008, p. 5)

The bulk of research on identity-oriented pedagogy has mainly been concerned with the perceptions and experiences of teachers-in-training with specific identity-oriented tasks that have been deliberately implemented to develop their awareness of, and ability to reflect on, their own LTIs (e.g., Bozorgian & Haqiqi, 2025; Fairley, 2025; Sánchez-Martín, 2025; Yazan, 2025; Yazan & Lindahl, 2020; Yazan & Uştuk, 2025). In most of these studies, the identity-oriented tasks implemented appear to have been largely successful, as the teachers-in-training generally reported overall positive impacts of these tasks on raising awareness of themselves as teachers and fostering their agency in LTI negotiations.

The identity-oriented tasks implemented in these existing studies appear to have primarily focussed on identity-in-discourse (i.e., the discursive construction of LTI) rather than identity-in-practice (i.e., the manifestation of LTI in teaching practices). For example, Yazan (2019b) investigated the impact of autoethnographic narratives on the LTI of one teacher-in-training in a US-based LTE program. Through analysis of discourses and identity

positions presented in the written narratives (e.g., native-speakerism and the ‘native/non-native’ binary), the study found that the narratives provided discursive spaces for LTI development. Also focussing on identity-in-discourse, Vitanova (2017) examined the role of multimodal autobiographies in the LTI of one female teacher-in-training in a US-based LTE program. The study found that producing autobiographies allowed the teacher-in-training to create counter-narratives to resist discriminatory gender discourses that position female teachers as powerless, ultimately resulting in self-empowerment. More recently, Sánchez-Martín (2025) explored how transnational teachers in a US-based LTE program perceived themselves as language teachers. Participants were asked to create multimodal maps that depicted sources of influence on their teacher identities. A recurring theme across these maps was a shift away from deficit-based discourses in language teaching – particularly monolingualism and native-speakerism – towards more asset-based ones, such as translanguaging. Overall, the identity-oriented tasks in these studies seek to help teachers-in-training better understand prevailing discourses and their influences on their LTIs, highlighting how teachers-in-training can develop counter-discourses to resist undesirable identities ascribed to them.

A handful of identity-oriented pedagogy studies have focussed on identity-in-practice (e.g., Nguyen & Dao, 2019; Uştuk & Yazan, 2024a). The pedagogy in these studies has encouraged teachers-in-training to reflect on their own teaching practices or those of other teachers, as well as to envision their future practices. For example, Nguyen and Dao (2019) examined the impact of storytelling on the LTIs of transnational teachers-in-training in an Australian-based LTE program. The participants attended two identity-exploration sessions aimed at eliciting their identity experiences before and during LTE and their imagination of themselves as professionals. The findings revealed that the stories told were fraught with anticipated tensions arising from discrepancies between instructional approaches learnt from

LTE and the realities of their teaching contexts. These tensions did not, however, restrain them from aspiring to adapt the knowledge obtained from LTE to their future teaching. More recently, Uştuk and Yazan (2024a) examined the impact of arts-informed activities employed in a teaching practicum course in an LTE program in Türkiye. Analysing interviews with teachers-in-training about their experiences with these activities, the researchers found that arts-informed activities provided the teachers-in-training with multimodal meaning-making resources to problematise traditional teaching conducted by mentor teachers whom they observed during the practicum.

As illustrated above, the existing research on identity-oriented pedagogy mainly focusses on the experiences and perceptions of teachers-in-training regarding the impacts of identity awareness-raising tasks on their own LTIs, largely ignoring the perspectives of teacher educators who implement these tasks. As observed by Giralt-Romeu et al. (2024), “there is a relative lack of studies collecting TEs’ [teacher educators] voices about teacher identity development” (p. 141). Moreover, the few existing studies that focus on the voices and experiences of teacher educators inform us about their reflections on their own use of identity-oriented tasks that have been deliberately implemented in their classrooms, but do not look at LTE pedagogy more broadly (e.g., He & Kroiss, 2020; Philpott & Ilieva, 2025). Consequently, little is known about general pedagogical practices vis-à-vis LTI in LTE. As Varghese et al. (2016) noted, “more empirical work is needed on connecting LTI and LTE” (p. 24), a point echoed in a systematic literature review on LTI by Moonthiya and Stevenson (2024), who observed that “relatively little is known about the links between language teacher identity and language teacher education” (p. 1). Investigating teacher educators’ general pedagogical practices and discourses and their perceptions of how these practices and discourses contribute to LTIs of teachers-in-training is an important area of research that warrants further exploration.

### **5.2.3 The current study**

The current study examines teacher educators' perceptions of the discourses and practices that they emphasise in their teachers-in-training and how they perceived these as contributing to LTIs of teachers-in-training. Specifically, the study employs identity-in-practice and identity-in-discourse to explore the extent to which and how teacher educators integrate a focus on LTI into their LTE pedagogy. To address these aims, the following research questions guide the study:

- (1) To what extent do the teacher educators integrate LTI into their pedagogy?
- (2) How do the teacher educators integrate LTI into their pedagogy?

The study responds to Johnson and Golombek's (2020) call for paying "greater attention to LTE pedagogy; that is, what teacher educators do and say in their activities ... and the reasoning behind those activities" (p. 117). Understanding teacher educators' perceptions of their pedagogical practices vis-à-vis LTI is of value for improving LTE pedagogy that assists teachers-in-training to become more reflective about their LTIs.

## **5.3 Methods**

The findings reported in this paper form part of a larger study examining LTIs of transnational teachers-in-training in an LTE program in Australia. The current study employs a qualitative approach, which is generally taken in research aiming to provide an in-depth understanding of individuals' perceptions of their practices and experiences (Creswell & Poth, 2024), as is the case in the current study.

### **5.3.1 Setting and participants**

The study was undertaken in a Master of Education (MEd) in TESOL program within a research-intensive Australian university. The program is for practising and aspiring English teachers seeking to further develop their expertise in teaching English as a second or foreign

language (ESL/EFL). The program requires applicants to have a prior educational and/or professional background in English language teaching (ELT): a bachelor's degree in ELT plus at least one year's full-time ELT experience, or a bachelor's degree plus either a postgraduate degree in ELT or a bachelor's degree and at least two years' full-time ELT experience. The program attracts a large number of international students. At the time of data collection in 2022, about 200 students were enrolled in the program, the majority of whom were from China.

The two-semester program requires the completion of four core and four elective courses that can be chosen from a range of specialised areas in TESOL, such as teaching methodology, literacy, bilingualism and an end-of-program special project or research thesis. The program focusses on exploration of key practical and theoretical issues in ELT in a variety of teaching contexts across different levels of education. Each course has two hours of weekly contact time over 13 weeks, being delivered in either a two-hour seminar format or a combined one-hour lecture and one-hour tutorial format.

With the program coordinator's permission, potential participants who are university-based teacher educators teaching on the program were invited to participate in the study and four educators agreed to participate. The small number of participants allows each participant to have a distinct voice within the study and enables an in-depth analysis of each participant. Table 5.1 provides demographic characteristics of the participants. To protect participants' identities, a letter-number naming strategy is used, with each participant being labelled as TE followed by a unique number. Following Benesch (2017) and Miller and Gkonou (2025), in order to maintain anonymity, the participants are de-identified with codes (e.g., TE1) instead of pseudonyms. As pseudonyms would need to reflect their ethno-linguistic backgrounds, this could risk making them identifiable.

**Table 5.1***Demographic Characteristics of the Teacher Educator Participants*

<b>Participant</b>	<b>Gender</b>	<b>Title and role in the program</b>	<b>Years of experience as teacher educators</b>	<b>Areas of teaching</b>
<b>TE1</b>	Male	Full-time associate professor in TESOL	16	Second Language Acquisition; Research Methods; Language Assessment
<b>TE2</b>	Male	Full-time associate professor in TESOL	16	Bilingualism; English for Academic Purposes
<b>TE3</b>	Female	Full-time senior lecturer in TESOL	16	Language Teaching Methodology; Literacy; Grammar Teaching
<b>TE4</b>	Female	Part-time lecturer in TESOL	2	Language Teaching Methodology

**5.3.2 Data sources**

The participants were interviewed about their pedagogical practices in relation to LTI. Semi-structured interviews were employed to ensure that key topics that contribute to answering the research questions were covered in the interviews, while maintaining the flexibility to probe participants for a deeper understanding of relevant topics (Creswell & Poth, 2024). The interview questions were developed based on the identity-in-discourse and identity-in-practice framework (see Appendix J). In terms of identity-in-discourse, the participants were asked about whether and how they teach about the concept of LTI and/or other related psychosocial concepts, as well as about disciplinary discourses. In terms of identity-in-practice, the participants were asked about whether their courses include practice-based

activities that relate to practical aspects of ELT. The participants were also asked to comment on specific teaching materials they had been asked to bring to the interviews. These materials served as elicitation tools to encourage the participants to reflect on their teaching and their rationale for using these materials in relation to LTI. Course guidelines were also collected to provide contextual information.

### **5.3.3 Procedure**

Before the study commenced, ethics approval was obtained from the university where the study was undertaken. Voluntary informed consent was sought and permission to reproduce teaching materials for research use was obtained from all participants. Prior to the interviews, the participants were informed about the purpose of the study and were asked to select any teaching materials from their courses that they perceived as relevant to LTI integration. At the outset of each interview, the participants were provided with Varghese's (2017) definition of LTI to ensure a shared understanding of the concept. Due to COVID-19, all interviews were conducted via Zoom, lasting 60 minutes on average, and with the participants' permission were video-recorded and transcribed. A single individual interview with each participant was conducted between July and September 2022.

### **5.3.4 Data analysis**

To answer RQ1, content analysis (Saldaña, 2025) was used to examine the extent to which the educators integrate a focus on LTI into their pedagogy. Content analysis involves the systematic coding and categorisation of textual data through interpretation (Saldaña, 2025). Interview transcripts were analysed both deductively and inductively through repeated readings to identify categories that represent different levels of LTI integration (i.e., explicit, implicit and theoretical). The categories 'explicit integration' and 'implicit integration' were developed deductively from the literature (Beauchamp & Thomas, 2009; Martel & Wang,

2015; Yazan, 2025) whereas the category ‘theoretical integration’ emerged inductively from the data itself.

To answer RQ2, thematic analysis was employed to explore how the educators integrate a focus on LTI. According to Braun and Clarke (2012), thematic analysis “is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set” (p. 57). Unlike content analysis, which emphasises manifest content (i.e., what is explicitly stated), thematic analysis tends to operate at a more interpretative level, focussing on uncovering implicit meanings and underlying themes within the data (Vaismoradi et al., 2013, 2016). The analysis involved thematically analysing the interview transcripts using both deductive and inductive coding, following the steps outlined by Braun and Clarke (2022). The analysis began with familiarising with the data through re-reading the interview transcripts. The analysis then proceeded with deductive coding to generate initial codes through the lens of the adopted framework. Coding of identity-in-practice focussed on practised-based activities that the educators encouraged in their teachers-in-training (e.g., reflection on teaching and application of theory to teaching), and coding of identity-in-discourse focussed on concepts and ideas taught in the courses that relate to LTI (e.g., native-speakerism and multilingualism). Subsequently, the analysis focussed on developing inductive codes that emerged from the data itself. Deductive and inductive codes were then combined based on their relationships and refined to form themes to answer RQ2. NVivo 14 software was used to facilitate data management and coding.

## 5.4 Findings

### 5.4.1 RQ1: Degree of LTI integration

The interviews revealed that the educators acknowledged the importance of LTI as a theoretical construct and of raising teachers-in-training's awareness of their own LTIs. However, based on their self-reports, the educators varied in their degree of LTI integration. Two educators reported explicitly integrating LTI into their pedagogy through direct instruction and use of identity-oriented tasks which were designed to encourage teachers-in-training to reflect on their own LTIs and those of other teachers. However, this explicit integration centred around only one specific session on reflective teaching in a methodology of language teaching course. The other two educators reported incorporating LTI and/or other related constructs (e.g., teacher beliefs and teacher cognition) as theoretical concepts without linking these concepts to teacher-in trainings' LTIs. The interviews suggest that differences in the degree of LTI integration between the educators may be related to the perceived relevance of LTI—or lack thereof—to the subject matter of particular courses. Nonetheless, the educators all expressed the view that their teaching could implicitly contribute to LTI development of teachers-in-training. Below each of the three levels of LTI integration is presented in turn.

#### 5.4.1.1 *Explicit integration*

Explicit integration refers to a deliberate and systematic focus on LTI in the pedagogical practices of teacher educators. As mentioned, TE3 and TE4 reported explicitly integrating a focus on LTI into the Methodology course, through a specific session which centred on reflective teaching. (TE3 designed and taught the course for many years. However, at the time of data collection, TE4 was teaching the course.) In this session, they briefly introduced LTI as a concept and used identity-oriented tasks (see Tasks 1 and 2 in Appendix K) to provide teachers-in-training with opportunities to reflect on their own LTIs, as well as those

of other language teachers. According to TE3, a focus on LTI was incorporated into this course because of her growing awareness of its importance, which was developed through her accumulated experience as an educator and the increasing attention given to LTI in the literature:

The first years I taught this unit, there was nothing about teacher identity because I didn't really have a very great awareness of that as a topic. That's partly because I needed to build that experience up myself, and because the topic itself has only become popular. In my journey as a teacher trainer, I've developed a greater depth of understanding of the need to talk explicitly about teacher identity.

For TE4, a focus on LTI was explicitly integrated because of the importance of making teachers-in-training aware of the influence that they, as socially-oriented professionals, can have on students' lives. Her response suggests that teachers who recognise how their identities influence their practices are more likely to exert their agency in the face of contextual constraints:

You influence other people, so it's important for the students to be aware of their identity, how they project it, and how they're perceived. This awareness could be a catalyst for change, as opposed to when they don't think about their identity. It may, for example, make them challenge constraints in their teaching contexts.

However, beyond this, neither TE3 nor TE4 appeared to see the value of repeatedly emphasising LTI in their teaching. They shared the view that LTI development is a personal journey in which each teacher-in-training develops their own ideas about how to be a teacher. This perspective was exemplified by TE3, who positioned herself as having a non-intrusive role in the LTI development of teachers-in-training:

Besides that one session, I don't generally talk explicitly about teacher identity, because it becomes tedious if you keep talking about it. It's more something that you can talk about once or twice and it's more about living it.

Likewise, TE4 emphasised the agentic role of teachers-in-training in developing and resisting identities they wish to claim for themselves and those assigned to them, highlighting the agentic and non-deterministic nature of LTI:

It depends on an individual what kind of identities they develop for themselves or how they resist identities imposed on them.

As LTI negotiation was largely left up to the individual teachers-in-training, TE3 and TE4 positioned teachers-in-training as having agency in negotiating their own LTIs.

#### ***5.4.1.2 Implicit integration***

Implicit integration refers to a focus on LTI is implicitly embedded within broader practices that are perceived by the educators as contributing to LTIs of teachers-in-training. Three of the educators (TE1, TE2 and TE3) expressed the belief that their practices across their courses could contribute positively to LTIs of teachers-in-training. When asked about whether she perceived the courses she taught as contributing to teachers-in-training developing their LTIs, TE3 responded:

I hope so, but apart from that one session that is explicitly on teacher identity, I guess it's indirect. I hope by teaching them things that I'm going to increase their expertise, deepen their insight, and increase their criticality and reflectiveness. I'm hoping by doing those things that will contribute positively to their teacher identity.

This statement expresses the view that even without an explicit LTI integration into LTE courses, teachers-in-training, through accumulation of disciplinary and pedagogical knowledge obtained from LTE, would still be able to develop their own LTIs.

Similarly, when asked whether he saw his Bilingualism course as contributing to LTIs of teachers-in-training, TE2 highlighted its indirect impact on LTIs through helping them to broaden their teaching conceptions:

I'm sure it does, because what they're doing is starting to expand their own ideas about what a language teacher is and refining it. As a result of our course, they're starting to realise that language teaching is much more complicated than just teaching grammar or listening. They often talk about what they've gained, the relevance of ideas, and the very strong benefits of the teaching for their own practice.

Similarly, although none of TE1's courses included any content explicitly focussing on teachers' own LTIs, he perceived his SLA course to contribute positively to LTIs of teachers-in-training. This contribution was facilitated through use of reflections in which teachers-in-training engage in weekly reflections on their learning in the course (see Task 3 in Appendix K). These reflections are viewed as opportunities for teachers-in-training to self-regulate their learning and construct their professional knowledge, which, in turn, is perceived by TE1 as contributing to their LTIs:

Doing reflections may help them shape their identity. It's an ongoing process where they reflect on their learning to help them regulate their learning, and that's what I think helps shape their professional knowledge and identity.

Reflections on learning experiences during teacher education can be said to reflect implicit integration of teacher identity. Although these reflections were not explicitly linked to the notion of teacher identity, they were perceived by TE1 as contributing to the professional identity development of teachers-in-training.

### ***5.4.1.3 Theoretical integration***

Theoretical integration refers to a deliberate focus on LTI and/or other related psychosocial constructs as abstract concepts, rather than as practical applications or personal reflections. TE2 reported incorporating a minor theoretical focus on LTI in the course on bilingualism through an assignment that had exploration of bilingual teacher identity as an optional topic (see Task 4 in Appendix K). The assignment is a literature review in which teachers-in-training are expected to provide a critical examination of three current issues of their choice that relate to bilingualism, rather than an awareness-raising task specifically designed to engage them in reflections on their LTIs:

The last assignment is one area where they can explore issues surrounding bilingual teacher identity quite deeply and learn about what's discussed in the literature. It's a literature-based assignment, but I would also hope they would start reflecting on their own identities.

As the assignment does not include a self-reflection component, developing teachers-in-training's awareness of their own LTIs was not an explicit outcome of the assignment.

TE1 stated that none of his courses included any content specifically dedicated to LTI. However, he reported integrating related psychosocial constructs in language learning into his SLA course. These constructs were introduced as abstract concepts to develop teachers-in-training's conceptual understanding, rather than as self-reflection tasks:

I mentioned some identity stuff, as a language learner, when we talk about SLA, like motivation, investment and identity, but not so much directly as teacher identity, because that's not my class.

This statement suggests that LTI was not prioritised as a pedagogical focus, because the subject matter of the course, which is concerned with SLA, focusses more on the psychosocial aspects of language learners rather than those of language teachers. Although

towards the end of the semester the content of the course was directed towards teacher cognition and teacher beliefs, which in theory are related to LTI (Borg, 2019), there was no explicit link made to LTI or to teachers' own LTIs.

#### **5.4.2 RQ2: Means of LTI integration**

Three themes emerged from the interviews that capture how the educators integrated LTI into their pedagogical practices: bridging theory and practice; shifting away from deficit-based discourses; and developing critical reflexivity through reflective practice. The first theme relates to identity-in-practice because it emphasises how teachers-in-training are guided to apply research and theory to teaching. The second theme pertains to identity-in-discourse because it entails providing discursive spaces for teachers-in-training to engage critically with competing discourses of language education to negotiate their LTIs. The third theme intersects both concepts because it encourages teachers-in-training to reflect on themselves as teachers (identity-in-discourse) while critically examining their past and current teaching practices to inform their future teaching (identity-in-practice).

##### ***5.4.2.1 Bridging theory and practice***

A common thread across the educators' reported practices was an emphasis on supporting teachers-in-training to bridge theory and practice. All the educators spoke about the importance of fostering a research/theory-informed orientation to teaching among teachers-in-training, that is, developing their capacity to apply theoretical and research insights to their teaching. For TE2, the nexus between theory and practice has been a central tenet in his pedagogy:

We can think of the program as an opportunity for students to broaden their theoretical understanding and think about how theory applies to practice, so I'd look at it more as a development course rather than teacher training. This has been a

principle in all my courses. I'm not the only one who looks at this theory-practice relationship.

The framing of the program as 'a development course' rather than 'teacher training' reflects a shift away from a technicist model of teacher education that emphasises the training of discrete teaching skills towards a more contemporary one that foregrounds the reflective growth of teachers-in-training (Richards & Farrell, 2005). TE2 acknowledged that the effort to bridge the theory-practice divide is a shared practice among the educators, highlighting a program-wide endeavour rather than an individual preference.

Echoing the emphasis on bridging theory and practice, TE3 reported using a variety of approaches in her teaching to facilitate teachers-in-training to be able to translate what they learn theoretically into their teaching:

In a teacher training program like this, I don't see the value of theory unless it can be linked to practice in some way, so everything I do, I always find ways to link theory to practice. That might be by giving practical examples, getting students to link theory to their personal experiences, and giving assessment tasks that link theory to practice.

Here, TE3 voices a strong commitment to bridging theory and practice, expressing the view that theoretical ideas gain relevance and utility only when they can be applied in practical teaching contexts.

#### ***5.4.2.2 Shifting away from deficit-based discourses***

Another prominent theme emerging from the educators' reported practices is the questioning of deficit-based discourses. The educators reported exposing teachers-in-training to competing discourses of language education (e.g., bi/multilingualism and native-speakerism) through use of direct instruction, discussions and assessment tasks. This exposure to (dis)empowering discourses aims to enrich teachers-in-training's ways of thinking that enable them to value both their own multilingual repertoires and those of their learners. It also

encourages them to view their teaching experience and localised knowledge of their teaching contexts as valuable pedagogical resources. TE3 described how two conflicting discourses were presented in her teaching:

I've introduced the multilingual paradox at the beginning of the literacy unit. It's my own term. The multilingual paradox is that the same person can be viewed through one perspective as a struggling language learner with many deficits but through a different perspective as a multilingual with a rich communicative repertoire.

TE3 explained how the content in the literacy course, which is anchored in multilingual perspectives, may indirectly contribute to teachers-in-training's reflection on their own LTIs:

Built into this unit, there's a strong theme of thinking about learners and their multilingual identities. I talk a lot about not looking at language learners from a deficit perspective, but by extension you can think about your own identity as a teacher. I do get them to reflect on whether they see themselves as language learners or bilinguals, but most of the time, our focus is on the learners rather than themselves as a teacher, so that's really what the unit is about.

Although the teacher educator sees the topic of LTI as falling outside the scope of the course, she believes that encouraging teachers-in-training to reflect on whether they see themselves as language learners or bilinguals can have broader implications for how they see themselves as language teachers (see Task 5 in Appendix K).

For TE2, although the development of teachers-in-training's awareness of their own LTIs was not a planned focus in his Bilingualism course, in-class discussions frequently addressed topics related to teachers-training's experiences with languages, their attitudes towards language status and hierarchy, and power relations attached to languages:

Language teacher identity partly depends on the languages they have, where they come from, and teachers' own experiences with their own languages. Do they have

positive or negative views of these languages? Do we see a power hierarchy attached to them? Do we embrace the linguistic resources of our students? All of these ideas are discussed.

The questions posed by TE2 are intended to encourage teachers-in-training to reflect on their experiences with and orientations towards languages. Even though such reflections do not directly engage teachers-in-training in consciously thinking about their teacher identities, reflecting on their own experiences and attitudes towards languages may nonetheless foster an awareness of their own identities.

#### ***5.4.2.3 Developing critical reflexivity through reflective practice***

The third and the final theme is developing teachers-in-training's critical reflexivity through reflective practice. This involves engaging teachers-in-training in critically examining their teaching practices and considering whether and how they might apply what they have learnt in LTE to specific teaching contexts. It also involves them reflecting on both their own LTIs and those of others. Developing critical reflexivity was particularly evident in the practices of TE3 and TE4, who reported providing reflective spaces for teachers-in-training to practise critical reflexivity through reflecting on their LTIs vis-à-vis their own teaching practices. The Methodology course focusses on developing teachers-in-training's understanding and application of reflective teaching to develop as a reflective practitioner. In addition to having the concept of reflective practitioner as leitmotif, the course contains a session that explicitly explores the relationships between reflective teaching and teacher identity (see Tasks 1 and 2 in Appendix K). The purpose of the session, as TE3 put it, was:

To increase and deepen their awareness and contribute towards them becoming a reflective practitioner, because part of being a reflective practitioner is not just reflecting on teaching, it's also reflecting on yourself as a teacher.

Thus, according to TE3, the session goes beyond reflections on practical aspects of language teaching to include introspective reflections on one's identities as language teachers. This integration reflects a holistic approach to reflective teaching practice (Farrell, 2022a, 2022b) whereby teachers-in-training are encouraged to reflect on both who they are and what they do as teachers in order to grow into reflective practitioners.

The focus on developing critical reflexivity appears to be driven partly by the educators' recognition that most teachers-in-training have EFL learning/teaching experience and that after graduation they will likely return to teach in their home countries. Because of differences in transnational learning-to-teach and local teaching contexts, the teaching approaches predicated predominantly on western perspectives espoused in an Australian-based LTE program may differ from—or even conflict with—those that are expected in teachers-in-training's local teaching contexts. According to TE3, rather than conforming to the teaching approaches they have been taught about during LTE, teachers-in-training are encouraged to think critically about the applicability of approaches taught in the program to apply them in ways that suit their respective teaching contexts:

More than anything, what I want them to learn is to not just think, 'okay, we've been taught this, so this is the way to teach', but to position themselves as being critical and reflective, so they're thinking critically in the sense of 'does this practice fit into my context?'

TE3's emphasis on developing a critical and reflective stance is intended to foster the development of educational practitioners who do not simply uncritically adopt prescribed teaching methods but who can make contextually grounded teaching decisions to suit their teaching contexts.

Sharing a similar sentiment, TE4 noted that the purpose of her teaching was not to compel teachers-in-training to disparage or discard their prior teaching practices and succumb

to ‘westernised norms’. Rather, the purpose was to provide them with opportunities to practise critical reflexivity to capitalise on positive elements of what they already do in their prior practices and what they are learning from the program:

It's a mutual way of learning. It's not us imposing our ‘westernised norms’ and saying this is how you should be teaching. We want them to think critically and combine the best of both worlds.

Instead of positioning the process of learning-to-teach as a site of normative transmission, TE4 highlights a mutual learning process in which both teacher educators and teachers-in-training engage in reciprocal knowledge exchange.

## **5.5 Discussion**

Informed by an integrated theoretical framework of identity-in-practice and identity-in-discourse (Varghese et al., 2005), this paper has investigated the extent to which and how teacher educators teaching on an LTE program in Australia integrated LTI into their LTE pedagogy, providing insights into largely underrepresented voices of teacher educators in LTI research. In answering RQ1, the findings revealed that the educators varied in the degree of LTI integration and that broadly speaking there were three levels of integration: explicit (i.e., direct teaching and using identity-oriented tasks); implicit integration (i.e., embedding LTI within broader pedagogy); and theoretical integration (i.e., introducing LTI and other related concepts as theoretical concepts). These levels of integration appeared to be influenced by the educators’ perceptions of the relevance of LTI—or lack thereof—to the subject matter of the specific courses. The two educators who taught a Methodology course found LTI pertinent to the content of their course and integrated it explicitly into a session on reflective teaching. In contrast, the two educators who taught courses with a stronger theoretical orientation (i.e., SLA; Bilingualism) either found LTI tangential to their courses or did not aim to raise teachers-in-training’s awareness of their own LTIs. Hence, they only introduced LTI and/or

related psychosocial concepts as theoretical concepts or assigned a literature-based assignment to enhance teachers-in-training's conceptual understanding, rather than to raise their awareness of their own psychosocial aspects of language teaching.

Thus, explicit LTI integration was not common, with only one session in one course dedicated specifically to LTI, and implicit integration was much more common, seemingly resting on an assumption that teachers-in-training “would still be developing their professional identities without an explicit identity focus in their teacher education classes” (Uştuk & Yazan, 2024b, p. 387). The stronger emphasis on implicit rather than explicit integration echoes Beauchamp and Thomas's (2009) observation that “identity may not always be an explicit part of the plan for teacher development” (pp. 184-185).

In answering RQ2, the findings revealed three practices the educators emphasised in their teaching: bridging theory and practice, shifting away from deficit-based discourses, and developing critical reflexivity. These practices, albeit not explicitly framed as the pedagogisation of identity, were perceived by the educators as contributing to LTIs of teachers-in-training. These practices can be viewed as ways of implicitly integrating LTI into LTE because they provide space for teachers-in-training to develop their LTIs through practice and discourse. Encouraging teachers-in-training to apply research and theory to classroom practices (McKinley, 2019; Rose, 2019) and to reflect on their own or others' practices (Farrell, 2022a, 2022b) can be seen as promoting their LTI development in practice, in which LTI is shaped through practical application of theory and reflection on practice. Exposing teachers-in-training to discourses that may have ramifications for LTIs (e.g., native-speakerism, multilingualism) and prompting their self-reflections in relation to these discourses can be seen as supporting their LTI development in discourse, in which LTI is negotiated through language and ideological positioning (Uzum et al., 2022). Providing opportunities for teachers-in-training to engage in such practices and discourses can thus be

said to support both the experiential (identity-in-practice) and discursive (identity-in-discourse) aspects of their LTIs.

As previously explained, calls for pedagogising LTI have advocated for LTI to be a “central organizing principle” of LTE (Varghese et al., 2016, p. 557) or “the central goal in LTE” (Lindahl & Yazan, 2019, p. 1), and have suggested that LTI should be “an area of explicit focus in teacher preparation” (Morgan & Clarke, 2011, p. 825). However, the findings from the current study raise questions about the extent to which it is necessary or desirable to make LTI a leitmotif in LTE. The teacher educators in the current study perceived teachers-in-training as having agency to construct their own versions and visions of themselves as language teachers. This view aligns with the notion that language teachers are “agentive professionals” and that “it is through exercising their agency that they enact their professional identities in meaningful ways” (De Costa & Norton, 2017, p. 11). From a post-transmission perspective, teachers are expected to be self-directing and self-determining practitioners who navigate their own professional and identity development (Kumaravadivelu, 2012). The teacher educators also seemed to believe that excessive explicit LTI integration could be counterproductive by rendering it mechanical, repetitive and perfunctory. While acknowledging the importance of providing space for teachers-in-training to reflect on their own LTIs, they appeared to be somewhat sceptical about the usefulness of consistently making LTI an explicit and central component of LTE. This echoes a concern raised by Barkhuizen (as stated in Uştuk et al., 2025): “Not all language teacher educators might want to or be able to pedagogize identity in their lessons or programs” (p. 205).

However, these findings should not be taken as being dismissive of the work of scholars in pedagogising identity or downplaying the value of supporting teachers-in-training in raising awareness of their own LTIs. This study is based on a small sample of only four teacher educators from the same LTE program. Moreover, the levels and types of LTI

integration found in this study do not necessarily represent best practices, but rather on-the-ground examples of how teacher educators in one LTE program integrated identity—more often implicitly than explicitly—into their teaching. Although the program includes in-class micro-teaching activities, it does not include external practicums.

Nonetheless, the findings do raise questions that are worth considering regarding whether LTI development should be systematically foregrounded in LTE by “transform[ing] the entire language teacher education program by adopting an LTI lens” (Yazan & Uştuk, 2025, p. 5). A key pedagogical implication derived from the current study is that there may be value in considering the different possible levels of LTI integration (explicit, implicit and theoretical). Explicit LTI integration may be more suitable for some program components than for others. Theoretically-oriented subjects that focus on the development of disciplinary knowledge, such as SLA, may find explicit LTI integration less compatible with the course content. In contrast, practice-based courses with a strong pedagogical focus, such as teaching methodology, may lend themselves more easily to explicit LTI integration, as they tend to encourage teacher reflection on their practices vis-à-vis their teaching beliefs, philosophies and identities. Thus, teacher educators need to be aware that there are different levels of LTI integration (explicit, implicit and theoretical) and that they should think carefully about which level of integration is most appropriate for the objectives of courses they are teaching and for the contexts in which they are teaching.

Another implication is that there are different possible ways of implicitly integrating LTI into LTE. The teacher educators emphasised three practices in their pedagogy—*bridging theory and practice*, *shifting away from deficit-based discourses*, and *developing critical reflexivity*. Although these practices were not necessarily explicitly aimed at encouraging teachers-in-training to reflect on their LTIs, the educators perceived these practices as having the potential to contribute to LTIs of teachers-in-training. As Yazan (2025) contends, LTE

practices that emphasise teaching beliefs, practices and reflections tend to include an implicit focus on LTI, as engaging in these practices requires teachers-in-training to reflect on and/or enact their LTIs. From an identity standpoint, the three practices found in the current study can be seen respectively as encouraging teachers-in-training to become research-informed, multilingual and reflective practitioners.

*Bridging theory and practice* aligns with practice-based LTE, which encourages teachers to apply theoretical and research insights to classroom practices (Percy et al., 2019). *Shifting away from deficit-based discourses* relates to the multilingual turn (May, 2014), which challenges deficit and reductionist views of language learners and teachers, recognising instead the value of the multilingual resources they bring to the classroom. *Developing critical reflexivity* is influenced by reflective teaching (Farrell, 2022a) and the post-transmission perspective of LTE (Kumaravadivelu, 2012). Within these interconnected perspectives, the role of LTE is not about prescribing best practices, but rather about preparing reflective practitioners who can adapt to specific teaching contexts. Thus, teacher educators need to be aware that even when they are not explicitly integrating LTI into their pedagogy, their practices may still influence LTIs of teachers-in-training.

## **5.6 Future directions**

The current study has shed light on teacher educators' integration of LTI into LTE pedagogy. Using identity-in-practice and identity-in-discourse as an analytical lens, the study has revealed specific practices and discourses that the educators emphasised in their teaching. The interview-based design made it possible to hear directly from the educators regarding their perceptions of their practices and the perceived contribution of these practices to LTIs of teachers-in-training. However, the exclusive focus on the educators' perspectives limits our understanding of the impact of LTE pedagogy on teachers-in-training themselves. Incorporating data from both educators and teachers-in-training in future research would

allow their perspectives to be compared and could contribute to best practices being identified. Furthermore, this study is very modest in scope, with only a small number of educators in a single LTE program. Future research could examine LTI integration employed by larger numbers of educators in different LTE programs. This could also contribute to identifying best practices in relation to LTI integration. As research into the pedagogisation of identity is still in its infancy, more studies in this area would be useful for teacher educators interested in creating space for teachers-in-training to deepen their reflectiveness about psychosocial aspects of teaching, such as identity.

## CHAPTER 6. CONCLUSIONS AND IMPLICATIONS

### 6.1 Introduction

The aim of this thesis has been to develop an integrative understanding of LTI by using identity-in-practice and identity-in-discourse (Varghese et al., 2005) as the overarching theoretical framework. It has also sought to incorporate the perspectives of both transnational teachers-in-training and teacher educators into this research project.

The thesis set out to answer the following research questions in relation to the LTI representations of transnational non-English-dominant teachers-in-training and the pedagogical practices involved in LTI integration of teacher educators:

- 1a. How do the transnational non-English-dominant teachers-in-training represent the multiple facets of their LTIs? (Chapter 3)
- 1b. What are the alignments and tensions within and between the facets of LTIs of these teachers-in-training? (Chapter 3)
2. How do these teachers-in-training represent their LTIs discursively in their writing? (Chapter 4)
- 3a. To what extent do the teacher educators integrate a focus on LTI into their pedagogy? (Chapter 5)
- 3b. How do these teacher educators integrate a focus on LTI into their pedagogy? (Chapter 5)

A discussion of the answers to each of these research questions is provided in section 6.2 of this chapter. While the findings for each research question have been discussed separately in the preceding chapters, this chapter provides an overview of the findings in relation to the key concepts of identity-in-practice and identity-in-discourse. The key contributions of the thesis

are discussed in section 6.3 while the theoretical and pedagogical implications are presented in sections 6.4 and 6.5, respectively. Directions for future research are considered in section 6.6, while in section 6.7, concluding remarks to the thesis are provided.

## **6.2 Discussion of key findings**

### **6.2.1 Facets of identity**

Research question 1a examined how the transnational teachers-in-training represented four facets of their LTIs: claimed, assigned, practised and imagined. As explained in the Introduction to the thesis (Chapter 1), examining claimed and assigned identities helps to illuminate how teachers perceive themselves (i.e., their claimed identity) and how they are perceived (i.e., their assigned identity), thus providing insights into identity-in-discourse. Examining practised and imagined identities, on the other hand, helps to illuminate how teachers carry out their teaching (i.e., their practised identity) and how they envision their future teaching (i.e., their imagined identity), thus providing insights into identity-in-practice.

From an identity-in-discourse standpoint, it was found that the LTI representations of the teachers-in-training in this study largely aligned with common disciplinary discourses about language teaching and learning. The predominance of idealised disciplinary representations of LTI facets was likely influenced by the teachers' exposure to these common discourses about language teaching and learning in LTE and is indicative of what Lewis (2024a) refers to as "images of teachers and teaching", which serve as "an organizing premise for what ways of being and acting count as legitimate enactments of being a teacher and doing teaching" (p. 2). The images of teachers and teaching represented by the teacher-in-training participants in the current study tended to reflect their image of what a good language teacher should be(come) and do, the professional attributes they should possess, and how they should situate themselves in the teaching profession.

With respect to identity-in-practice, the findings indicated that the representations of facets of LTI by the teachers-in-training were influenced by three primary sources of influence that were deeply rooted in their practices, both real and hypothetical. These were: reflection on past teaching experience, current engagement in the learning-to-teach experience in teacher education, and envisioning of future teaching possibilities. In other words, these influences were shaped by the teachers' reflection on, engagement in, or envisioning of teaching-related or learning-to-teach practices that informed how they represented themselves as language teachers and could therefore be seen as reflecting their identities-in-practice. Current conceptualisations of identity-in-practice tend to focus on the here-and-now nature of identity-in-practice, such that it is mostly characterised in terms of "the enactment of identity" (Lee, 2013, p. 331; Reeves, 2018, p. 2) or as an "identity that is enacted in practice" (Kanno & Stuart, 2011, p. 238). The findings of this thesis provide nuance to these conceptualisations by highlighting the reflective and retrospective nature of identity-in-practice (i.e., reflecting on past teaching experience) and its anticipatory and projective nature (i.e., imagining future teaching possibilities) (see section 6.4.2 for further discussion).

The findings responding to research question 1b suggest that tensions within and between specific facets of LTI were more prominent than alignments between facets of LTI. By examining tensions and alignments between facets of identity, the findings provide evidence in support of Barkhuizen's (2024b) and Barkhuizen and Strauss' (2020) claim that facets of identity are interrelated and interdependent. The findings also confirm those of previous studies that have shown that these tensions are an inevitable part of teacher identity development (e.g., Alsup, 2019; Menard-Warwick, 2024; Tajeddin & Yazan, 2024). It is possible that identity tensions may be particularly pronounced for transnational language teachers as they are undertaking teacher education in sociocultural contexts that are markedly

different from where they have previously taught or intend to teach in the future. As Sánchez-Martín (2025) points out, “tensions are at the core of transnational education” (p. 131). From an identity-in-practice standpoint, transnational teachers have to navigate contrasting contexts (e.g., local teaching versus transnational learning-to-teach contexts) and grapple with shifting roles (e.g., teacher versus teacher-in-training). These various roles can lead transnational language teachers to experience a sense of being “pulled in different directions” (Menard-Warwick, 2024, p. xvi), and this may contribute to a heightened sense of identity tensions as they take on different roles in response to contextual demands in different contexts. Meanwhile, from an identity-in-discourse standpoint, these tensions can be further compounded by transnational teachers’ exposure to contrasting or even competing educational discourses (e.g., learner-centred versus teacher-centred teaching, or CLT versus exam-oriented teaching) that may disrupt their previously held beliefs about teaching and being language teachers.

The teachers-in-training in this research reported responding to tensions they encountered in ways that correspond to the three types of “coping practices” identified by Barkhuizen (2024a, p. xiv): cognitive, emotional and performative. At the cognitive level, the teachers sought to understand the causes of professional identity tensions (Barkhuizen, 2024a). For example, Shuyi experienced a tension that was caused by strong parental expectations that she would provide a duty of care for the parents’ children, and she attributed these expectations to the high financial investment that the parents of her students would have been making for the private school where she worked. At the emotional level, the teachers typically observed and regulated their own feelings of tension (Barkhuizen, 2024a). For example, Xiaozhu was acutely aware of the internal tension she felt due to her struggle to balance leniency with strictness, which she felt was needed to maintain her popularity among students. Finally, at the performative level, the teachers took action to manage the tensions

they felt (Barkhuizen, 2024a). For example, Mengjuan responded to the institutional expectation that she would be a strict teacher—an institutionally imposed teacher persona that was at odds with her personal beliefs—by acquiescing and playing this role.

The findings identified two identity alignments, namely, between claimed and practised identities, and between practised and imagined identities. While such alignments reflect a teacher's ability to create "a coherent and consistent sense of self" (Arvaja, 2016, p. 398), they were exhibited by only three of the ten teachers-in-training. The fact that there were so few examples of identity alignment in this study may be attributable to the inherently contradictory and paradoxical nature of identity (e.g., Nelson, 2017), which makes identity alignments difficult to establish and maintain. It is possible that this difficulty is further compounded for transnational language teachers as they would be more likely to need to reconcile their personal teaching beliefs, values and practices with external expectations across the different local and transnational contexts they traverse. As Block (2014) contends, studying abroad can potentially disrupt one's sense of identity as moving across sociocultural boundaries (whether in a physical or a virtual sense) has the potential to destabilise the stable sense of self, leading to "a period of struggle to reach a balance" (p. 24).

## **6.2.2 Discursive representations of identities**

This thesis has also examined how the transnational teachers-in-training represented their LTIs in their academic writing, as described in Chapter 4, thus shedding light on identity-in-discourse. In answering research question 2, the analysis of the talk-around-text data revealed the various discursive strategies, such as naming of identity positions and binary opposition, employed by these teachers-in-training, as well as the disciplinary discourses upon which they drew, such as evidence-based teaching, learner-centredness and multilingualism, to construct their idealised representations of LTI. This distinction captures the *little 'd'* *discourse* (i.e., language use) and the *big 'D' Discourse* (i.e., socially constructed ways of

being in the world) aspects of identity-in-discourse (see Gee, 2025). It must be noted, however, that these disciplinary discourses are not neutral but are ideologically charged and intersubjective constructions that are shaped by what is considered important, legitimate or desirable within teacher education. In this way, idealised representations of LTI in relation to disciplinary discourses are not simply a matter of personal choice but are influenced by the social and political structures (see e.g., Ruohotie-Lyhty et al., 2021) that are embedded in the value- and power-laden field of LTE.

Written assignments can be said to provide teachers-in-training with the space to become socialised into the disciplinarily-valued ways of being and becoming a language teacher in the LTE community. From the perspective of identity-in-discourse, writing assignments can provide the opportunity for teachers-in-training to engage with disciplinary discourses to inform their teaching beliefs, values and practices. This process, in turn, enables teachers-in-training to construct representations of themselves in ways that are aligned with “a socially, institutionally sanctioned role that allows them, with legitimacy, to call themselves (and “behave like”) teachers” (Olsen, 2011, p. 266).

Teachers-in-training who represented their identities in disciplinarily-valued and professionally desirable ways in this study appeared to be expressing conformity to disciplinary norms and standards, with the disciplinary discourses and practices they encountered in LTE being viewed as the ‘gold standard’. As most of these teachers did not appear to engage in much questioning or challenging of these norms and standards, they can be seen as positioning themselves as the recipients rather than co-constructors of knowledge during the learning-to-teach process. Singh and Richards (2006) have observed that transnational language teachers from more traditional educational cultures (i.e., most of the teacher-in-training participants in this research project) may have been positioned as recipients of knowledge in their previous education and training, and this serves to reinforce

their reliance on western knowledge and experts. Such a reliance reflects the broader concerns expressed in the field of ELT about dependency on a knowledge base obtained primarily from scholarship produced by Anglo-western scholars (Kumaravadivelu, 2012).

### **6.2.3 Integration of LTI into LTE**

This thesis has also employed the identity-in-practice and identity-in-discourse framework as a lens through which to examine LTI integration by the teacher educator participants in this study, focussing on the discourses and practices that these educators encouraged—or at least raised awareness of—in their teachers-in-training (see Chapter 5). With respect to research question 3a, the findings of the interview analysis with the teacher educators revealed three levels of LTI integration: explicit (i.e., direct teaching about teacher identity and use of identity-related awareness-raising tasks); implicit (i.e., embedding a focus on teacher identity within broader pedagogical practices); and theoretical (i.e., teaching about teacher identity and related psychosocial constructs as theoretical concepts). As explained in Chapter 5, while explicit integration was uncommon—there was only one specific session within a teaching methodology course—implicit integration was much more common. This was likely due to the teacher educators’ recognition of the agency of individual teachers-in-training in shaping their own teacher identities and the teacher educators’ concerns that an overemphasis on LTI risked becoming counterproductive by rendering it mechanical or even tedious.

Overall, the findings regarding the stronger emphasis on implicit rather than explicit integration of teacher identity reflect Martel and Wang’s (2015) and Yazan’s (2025) observation that although many teacher educators do not necessarily subscribe to identity-oriented pedagogy when designing their courses and assignments, they do nevertheless provide learning experiences in which teachers-in-training are implicitly engaged in teacher identity development. This kind of implicit engagement with identity development, however, has sometimes been viewed somewhat negatively as “passive and fragmented, relying on pre-

service teachers to connect the dots of their own identity” (Prabjandee, 2020, p. 71). Yet, the greater emphasis on implicit integration found in the current study could also be viewed more positively as providing a less intrusive and more non-directive space for teachers-in-training to exercise their own agency in developing their preferred teacher identities.

In answering research question 3b, the interview analysis revealed that the teacher educators focussed on three pedagogical practices: bridging theory and practice, shifting away from deficit-based discourses, and developing critical reflexivity. From the identity-in-practice perspective, these practices can be seen as providing the space for teachers-in-training to reflect on and develop their teacher identities through engagement in practice-based activities—such as applying theory to practice and reflecting on practice—thus supporting LTI development in practice. With respect to identity-in-discourse, exposure to disciplinary discourses, such as native-speakerism and multilingualism, can open the space for (re)negotiating identities, thus supporting LTI development in discourse. Furthermore, these three pedagogical practices can be respectively seen to provide teachers-in-training with disciplinarily-valued ways of developing their teacher identities as research-informed (Rose, 2019), multilingual (Ellis, 2016a) and reflective practitioners (Farrell, 2022b). However, the espousal of such disciplinarily-valued and ideologically-laden teacher identity positions does not come without tension, as Martel and Wang (2015) aptly remind us when they ask: “should student teachers mechanically accept the identity positions foisted upon them by teacher preparation programs?” (p. 297). This question raises the potential issue of teacher education programs espousing identity positions that may constrain the agency of teachers-in-training whereby they see themselves as teachers beyond disciplinary boundaries. In other words, teachers-in-training understand that the identities developed during LTE might not necessarily be in alignment with the identities that are expected of them or valued in other teaching contexts. The challenge for teacher educators, then, is how to strike a balance

between fostering awareness of disciplinarily-valued and desirable teacher identity positions while also affording teachers-in-training the space to exercise their agency in reflecting on and developing their own teacher identities.

### **6.3 Research contributions**

The empirical studies presented in the three findings chapters of this thesis (Chapters 3, 4 and 5) address the key research gaps identified in the systematic literature review (Chapter 2). An important goal of this thesis has been to address these key research gaps, as presented in the research questions (Chapter 1).

The first main research gap is that previous studies have been more interested in identity-in-discourse than in identity-in-practice. One of the major contributions of this thesis, therefore, has been the integrated perspective it has adopted, in which both the experiential (i.e., identity-in-practice) and discursive (i.e., identity-in-discourse) aspects of LTI have been given a balanced treatment. In this way, the thesis has responded to calls from researchers working in this area for a multidimensional framework to capture the complexities of LTI (De Costa & Norton, 2017; LaScotte, 2025; Norton & De Costa, 2018) and move beyond reductionist approaches that treat LTI as a singular, unidimensional and independent construct (Trent, 2015). The overarching theoretical perspective of identity-in-practice and identity-in-discourse (Varghese et al., 2005) employed in this thesis has enabled an integrated examination of the LTI representations of transnational non-English-dominant teachers-in-training (Chapters 3 and 4) and teacher educators' integration of LTI into their pedagogical practices (Chapter 5).

The second key research gap is that only limited analysis thus far has been devoted to how English language teachers—particularly those engaged in LTE programs in English-speaking countries—represent their LTIs in written discourse, although there are several notable exceptions (see e.g., Kessler, 2021; Supasiraprapa & De Costa, 2017). This may be

due to Benwell and Stokoe's (2006) observation that while the term 'discourse' has been enthusiastically used in identity research, few studies have examined situated examples of language use, a research gap that has also been noted by Donaghue (2020) who writes that, "examining identities negotiated in situated discourse" is "surprisingly rare in LTI research" (p. 406). Benwell and Stokoe (2006) further argue that research in this area often neglects the following two questions: "*how* exactly are identities discursively produced or performed? What is the process or *mechanism* by which the individual speaker [or writer] takes up positions in discourse to which they have been summoned?" (p. 35, emphasis in original).

The empirical study presented in Chapter 4 was designed to contribute to filling this research gap by providing a talk-around-text analysis of how teachers-in-training use language and discourse to represent their LTIs in their written assignments, thereby illuminating both the little 'd' (i.e., language use) and big 'D' (i.e., socially constructed ways of being in the world) aspects of identity-in-discourse (see Gee, 2025). The main contribution of this particular study is that it advances our understanding of the discursive strategies employed by the teachers-in-training—e.g., overt mention of identity positions and binary opposition—as well as the specific disciplinary discourses upon which they drew—e.g., contextually responsive teaching and lifelong learning—in order to represent their teacher identities within disciplinary parameters. These discursive strategies reflect their identification with and conformity to established disciplinary norms and genre expectations.

The third key research gap addressed in this thesis is the scarcity in current research regarding language teacher educators' perspectives on the LTIs of teachers-in-training. As pointed out in the systematic literature review in Chapter 2, the voices of teacher educators regarding how they perceive their role in creating space for teachers-in-training to reflect on and develop their own teacher identities have remained relatively unheard. This thesis has therefore responded to Tajeddin and Nazari's (2025) call for future research that examines

“the role of teacher educators in shaping teachers’ developing identities” (p. 13), and also Richards’ (2017) call for investigations into how a focus on teacher identity can be incorporated into LTE pedagogy.

The empirical study presented in Chapter 5 has contributed to filling this research gap by investigating teacher educators’ perceptions of their pedagogical practices involved in LTI integration. The theoretical perspective of identity-in-practice and identity-in-discourse has been used to investigate the practices and discourses that the teacher educators in this study either promoted or brought to the attention of their teachers-in-training to support reflection on and development of their LTIs. The significance of this particular study lies in the evidence it brings to light that reveals what pedagogical practices teacher educators emphasise, in particular, bridging theory and practice, shifting away from deficit-based discourses, and developing critical reflexivity. These three practices appear to be informed by common disciplinary discourses, namely, evidence-based teaching (Borg, 2007), multilingualism (May, 2014) and reflective practice (Farrell, 2022b), respectively. In addition, the findings of this thesis add to our understanding of the various ways in which a focus on teacher identity can be incorporated into LTE pedagogy, for example, through implicit, explicit or theoretical integration. It was found that explicit integration was far less prevalent than implicit integration, which provides nuance to the recommendation that teacher identity should be made a central and program-wide focus in LTE pedagogy (e.g., De Costa & Norton, 2017; Lauwo & Norton, 2023; Varghese et al., 2016; Yazan, 2019b). Instead, this thesis has argued for a more pluralistic approach to pedagogising LTI in LTE (see section 6.5.3 below for further discussion).

## 6.4 Theoretical implications

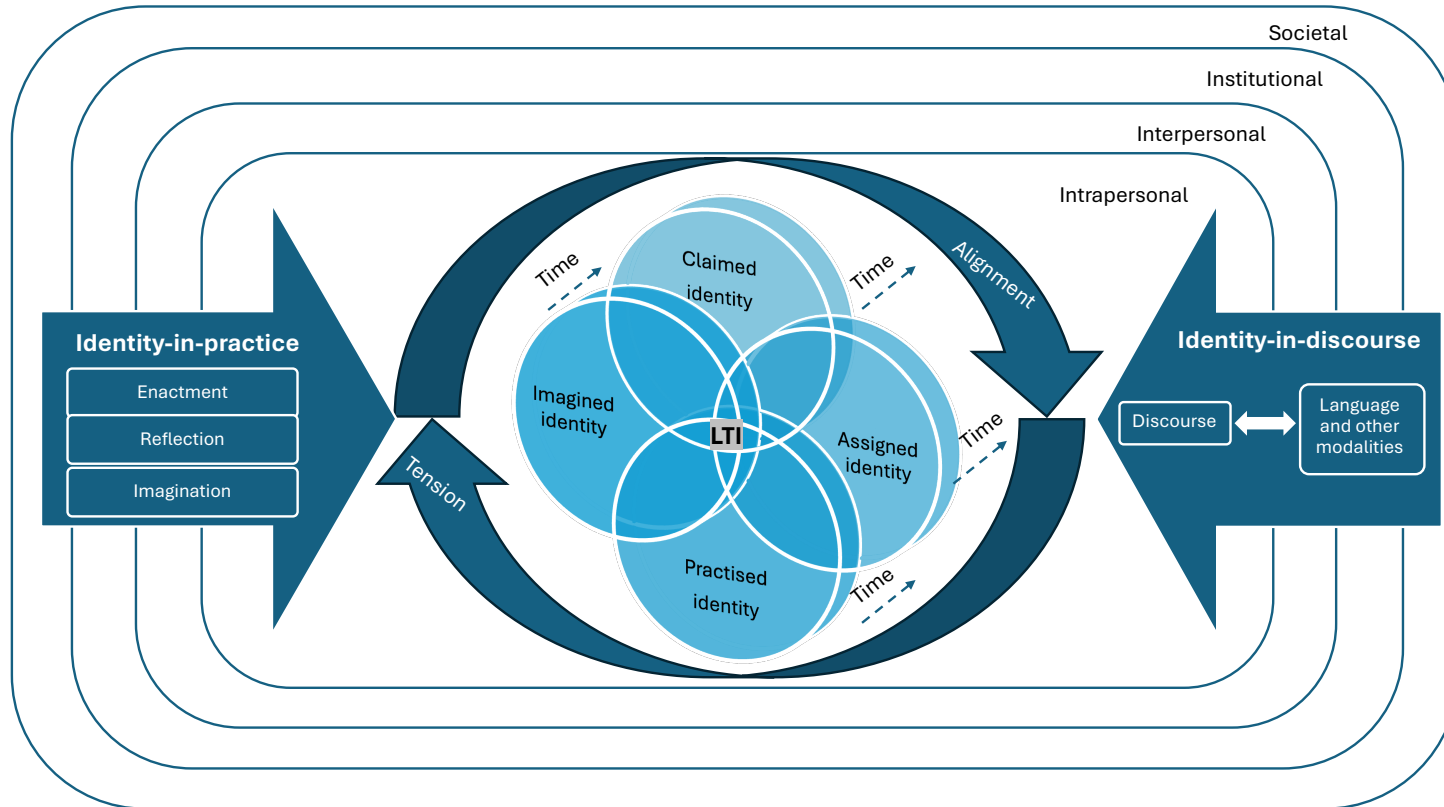
Based on the findings described above, this section proposes an extension of Trent's (2015) integrated theoretical framework of LTI which was presented in Figure 1.1. Figure 6.1 depicts this extended framework, which extends the existing framework by incorporating the following:

- 1) Addition of four interrelated facets of identity (i.e., claimed, assigned, practised and imagined) and their relationships in terms of alignments and tensions;
- 2) Refinement of specific elements within identity-in-practice (i.e., enactment, reflection and imagination) and identity-in-discourse (i.e., language use and other modalities, as well as underlying Discourses);
- 3) Addition of an overarching 'societal' layer to the existing three-layered contextual dimensions of language teaching and learning (i.e., intrapersonal, interpersonal and institutional).

Each of the three elements in the extended framework is explained in the following sub-sections.

**Figure 6.1**

*An Extended Multifaceted and Multidimensional Framework for Examining LTI*



#### 6.4.1 Facets of language teacher identity

The four facets of identity—claimed, assigned, practised and imagined—are a new addition to Trent’s (2015) framework for investigating LTI. The facets of identity have been integrated into the extended framework developed in this thesis because the multifaceted nature of LTI has increasingly gained recognition in the literature (Barkhuizen, 2024b; Barkhuizen & Strauss, 2020; Fairley, 2020) and has been examined in this thesis. These four interrelated facets of LTI from Fairley (2020) were developed based on the work of Varghese et al. (2005), Norton (2001, 2017), Buzzelli and Johnson (2002), Holland et al. (1998) and Wenger (1998b). It is worth noting that, despite variations in the wording, the four facets of identity proposed by Fairley (2020)—claimed, assigned, practised and imagined—are conceptually similar to those proposed by Barkhuizen (2024b) and Barkhuizen and Strauss (2020), i.e., reflexive, recognised, projected and imagined.

The four facets of identity are depicted at the centre of the extended framework in Figure 6.1. *Claimed identity* refers to teachers’ inner view of themselves as language teachers (Buzzelli & Johnson, 2002; Fairley, 2020; Varghese et al., 2005). *Assigned identity* refers to the identity that others ascribe to teachers (Buzzelli & Johnson, 2002; Fairley, 2020; Varghese et al., 2005). *Practised identity* refers to the identity that teachers enact or perform in their professional roles (Fairley, 2020; Holland et al., 1998; Wenger, 1998b). *Imagined identity* refers to how teachers envision their professional future possibilities (Fairley, 2020; Norton, 2001, 2017).

While each of these facets emphasises different aspects of identity, they are inherently interrelated and interdependent (Barkhuizen, 2024b; Barkhuizen & Strauss, 2020). As illustrated in Chapter 3, how teachers are perceived or expected to be by others (i.e., their assigned identity) may influence how they perceive themselves (i.e., their claimed identity) and how they enact their teaching roles (i.e., their practised identity) in response to these

external expectations. For example, as described in that earlier chapter, Mengjuan acquiesced to performing a strict teacher role to meet institutional expectations. In Figure 6.1, the interrelated and interdependent nature of the facets of identity is depicted by the four intersecting circles, with each circle representing one of these four facets. At the centremost intersection of the four intersecting identity facets is LTI.

This thesis has illustrated that while the four facets of identity can be complementary, they can also contradict each other. For instance, this research found identity alignments between claimed and practised identities and between practised and imagined identities, and also identified tensions between claimed and assigned identities. The aim of the extended framework is to represent relationships between the facets of identity in terms of alignments and tensions, depicted in Figure 6.1 by the circular arrows surrounding the four intersecting facets of identity.

Alignments can occur when different facets of identity are in harmony. In Chapter 3, three of the teacher-in-training participants described their identity alignments. For example, Trinh's practised identity as a facilitator and her imagined identity as a flexible teacher were in alignment as both were influenced by learner-centred principles. On the other hand, tensions can occur when there are contradictions either within a particular facet of identity or between different facets of identity. In Chapter 3, Shuyi's claimed identity as a 'gardener' who merely provides a productive learning environment in which her students can thrive was at odds with her assigned identity as a 'carer' who is expected to provide a duty of care. This created a tension for this teacher-in-training between these two facets of identity. In previous research, identity tensions have been framed somewhat narrowly as "the dissonance between aspired identities and actual experiences" (Nguyen et al., 2024, p. 47), that is, as a friction between an imagined and a practised identity (e.g., Xu, 2013; Zhou et al., 2024). In contrast, the extended framework developed in this thesis characterises tensions in a more nuanced and

expansive way by acknowledging both internal and intersectional identity tensions, that is, contradictions within a specific facet of identity (internal) as well as those between any of the different facets of identity (intersectional).

It is important to note that neither the facets of identity nor their relationships of alignment or tension are rigid and unmalleable. Rather, they can be seen as part of what Barkhuizen (as stated in Uysal, 2024) calls “a complex dynamic system” (p. 25) that itself develops and evolves over time, and as such, are open to the possibility of change. This dynamic and temporal nature of the facets of identity is depicted in Figure 6.1 by the dotted arrows labelled “time” that indicate that the facets of identity can develop and evolve—from moment to moment and over extended periods of time.

#### **6.4.2 Elements of identity-in-practice and identity-in-discourse**

The extended framework refines the specific elements within identity-in-practice and identity-in-discourse in Trent’s (2015) framework. In Trent’s framework, identity-in-practice consists of three elements: engagement, alignment and imagination. Drawing on the findings of this thesis, these elements have been refined to comprise: enactment, reflection and imagination, depicted in Figure 6.1 by a right-facing arrow to indicate their influence on LTI. Of these, *enactment* has been adapted from Trent’s (2015) framework, *reflection* is a new addition to the framework, and *imagination* has been adopted from the framework.

The first element, *enactment*, refers to the identity that can be observed in language teachers’ actual engagement in teaching practices, learning-to-teach experiences and professional activities. Trent (2015) drew on Wenger’s (1998b) notion of engagement, which refers to “active participation and investment in the practices of a desired community of practice” (Miller & Gkonou, 2025, p. 978), to acknowledge the experiential and observable aspects of identity-in-practice. The extended framework replaces the term ‘engagement’ with the term ‘enactment’. This change has been made because the term ‘enactment’ is a

commonly used term in the LTI literature that more accurately reflects the experiential and performative nature of identity-in-practice that can be observed in actual practices than does the term ‘engagement’. As previously noted, it is widely acknowledged that identity-in-practice involves “the enactment of identity” (Lee, 2013, p. 331; Reeves, 2018, p. 2), an “identity that is enacted in practice” (Kanno & Stuart, 2011, p. 238), “an observable identity” (Racelis & Matsuda, 2015, p. 205) and “identities that can be observed in a teacher’s practice” (Nolan & Farr, 2024, p. 157). What these conceptualisations of identity-in-practice have in common is an emphasis on the here-and-now enactment of LTI through concrete and observable practices. As illustrated in Chapters 3 and 4, the LTI representations of the teachers-in-training in this research are influenced by their enactment of practical teaching and/or practical engagement with practice-based activities in LTE.

The second element, *reflection*, refers to the process by which language teachers reflect on their own and/or other teachers’ practices to identify ways to improve their teaching practices and better understand themselves as language teachers. This element was not included in Trent’s (2015) framework and has been added to the extended framework to acknowledge the reflective and introspective nature of identity-in-practice. Reflection has been widely recognised in the literature as an important method for developing teacher identity (e.g., Banegas et al., 2022; Beauchamp, 2019; Beauchamp & Thomas, 2010; Farrell, 2018; Urzúa & Vásquez, 2008; Yuan & Mak, 2018). Reflection is viewed here as a key way in which teachers can become aware of their tacit conceptions of who they *are* as language teachers (i.e., identity) and what they *do* as language teachers (i.e., practice) (Farrell, 2018; Fraser & Wotring, 2022; Yazan, 2025). As revealed in Chapter 5, the teacher educators in this study provided space for their teachers-in-training to reflect not only on their own and others’ teaching practices but also on their developing teacher identities, which served to bring their tacit understandings to a conscious level.

The third element, *imagination*, refers to the ways in which teachers envision their future selves and teaching practices. This element has been adopted from Trent's (2015) framework to account for the anticipatory and prospective nature of identity-in-practice. Trent (2015) drew on Wenger's (1998b) notion of imagination to emphasise how language teachers can envision who they wish to become as professionals in particular teaching communities. According to Trent (2015), imagination is an important factor in teacher identity development because it transcends the here-and-now performance or enactment of identity-in-practice by enabling teachers to create future images of their professional teaching world—and their position within it, across time and space. LTIs are therefore shaped not only by teachers' lived experiences in the present but also by their imagined futures (Barkhuizen, 2016a; Gu & Benson, 2015; Norton, 2017). As shown in Chapters 3 and 4, the teachers-in-training in this research project not only enacted and reflected on their teaching and/or learning-to-teach experiences, but they also envisioned themselves in terms of who they would like to become as language teachers and how they would like to teach in the future.

With respect to identity-in-discourse, there are two elements represented in Figure 6.1: *big 'D' Discourse* and *little 'd' discourse*. As explained in Chapter 1, these two elements are represented in Trent's (2015) framework as two distinct elements, as depicted by two separate boxes in Figure 1.1, with one representing 'Discourse' (i.e., big 'D' Discourse) and the other representing 'Language' (i.e., little 'd' discourse). In contrast, the extended framework represents these two elements as interrelated, as depicted by two boxes within an overarching box of identity-in-discourse in Figure 6.1. This change has been made to account for "the mutually constitutive relationship between 'big D' and 'small d' discourses" (Jones, 2017, p. 372). Furthermore, the extended framework represents LTI as being discursively represented and developed not just through language but also through other non-linguistic modalities (Barkhuizen, 2024b; Maddamsetti, 2024), which are the means through which

identities are expressed and constructed. In Figure 6.1, the extended framework represents language and other modalities of *little 'd' discourse* inside the same box, which is connected by a double-headed arrow to the box that represents *big 'D' Discourse* to indicate the mutually constitutive relationships between the two.

The first element of identity-in-discourse, *big 'D' Discourse*, refers to socially constructed ways of being in the world, i.e., “ways of combining and integrating language, actions, interactions, ways of thinking, believing, valuing, and using various symbols, tools, and objects to enact a particular sort of socially recognizable identity” (Gee, 2025, p. 271). Big ‘D’ Discourse has been included in the extended framework to take into account the role of disciplinary and professional discourses in influencing LTIs. As revealed in Chapters 3 and 4, the LTI representations of the teachers-in-training fall within disciplinary parameters that are closely related to, and informed by, an array of disciplinary and professional discourses of language education.

The second element of identity-in-discourse, *language and other modalities*, represents what Gee (2025) calls *little 'd' discourse* or language use. Identity is expressed primarily through language because “[w]e use language to get recognized as taking on a certain identity or role, that is, to build an identity here and now” (Gee, 2025, p. 53). Olsen (2011) identifies two primary functions of language use in influencing and representing identity: dialogic and representational. The dialogic view is that identity emerges through language use; that is, an individual’s identity is influenced by their deployment of language use. The representational view is that identity is represented by language use; that is, language is seen as a window into an individual’s identity. The extended framework incorporates both the dialogic and representational roles of language use in influencing and representing identities. As described in Chapter 4, the teachers-in-training used various

discursive strategies—such as overt mention of identity positions, self-mention and binary opposition—to construct and represent their teacher identities in their assignments.

Yet, identity is not only expressed through spoken and written texts but also through the deployment of other meaning-making resources (Block, 2017; Darvin & Sun, 2024; Paltridge, 2015, 2021). As illustrated in Chapter 3, the facets of identity can be represented through the deployment of multimodal resources involving both verbal (i.e., photo-elicitation interviews) and visual (i.e., photography) modes of expression. While language and discourse are an integral part of Varghese et al.'s (2005) and Trent's (2015) conceptualisations of identity-in-discourse, these scholars do not explicitly consider non-verbal meaning-making resources. According to De Costa (2025) and Kalaja and Melo-Pfeifer (2019), the analysis of multimodal representation of identities is gaining traction in the fields of teacher education and applied linguistics. To provide a more comprehensive conceptualisation of identity-in-discourse, the extended framework therefore represents discourse and language as well as other modalities as an integral element of identity-in-discourse (Barkhuizen, 2024b; Maddamsetti, 2024).

### 6.4.3 Context

The extended framework situates the facets of identity, identity-in-practice and identity-in-discourse within four contextual dimensions of language teaching and learning: *intrapersonal*, *interpersonal*, *institutional* and *societal*. The first three of these dimensions come from Trent's (2015) framework, which was introduced in Chapter 1. In his explanation of teacher identity, Trent (2015) acknowledges the influence of “broader macro features of society” (p. 46) yet the macro-societal dimension is not represented in his framework. For this reason, the extended framework developed here includes the macro-societal dimension of language teaching and learning, which has been drawn from De Costa and Norton (2017), which in turn is based on the Douglas Fir Group's (2016) transdisciplinary framework. This

addition has been made because the first three contextual dimensions—i.e., intrapersonal, interpersonal and institutional—do not exist in a vacuum, but rather can be situated in broader societal contexts.

Another modification is the placement of identity-in-practice and identity-in-discourse within the contextual dimensions of the extended framework. While Trent's (2015) framework represents these components as located *outside* the multilayered contextual dimensions, the extended framework represents identity-in-practice and identity-in-discourse as being situated *within* the multilayered contextual dimensions. This modification has been made because identity-in-practice and identity-in-discourse do not occur in isolation from the multilayered contextual dimensions, but instead can be seen as shaping and being shaped by these dimensions.

These four contextual dimensions are depicted in Figure 6.1. The innermost layer represents the intrapersonal dimension, which involves the internal conversation or self-identification mechanism through which language teachers reflect on their own identities in relation to their teaching practice, learning-to-teach experiences and professional activities. This dimension emphasises the internal self-awareness and reflective abilities of individual teachers (Trent, 2015). For example, as discussed in Chapter 3, the teachers-in-training in this research were able to reflect on who they thought they were (i.e., claimed identities) and who they thought they were seen to be (i.e., assigned identities).

The middle layer represents the interpersonal dimension, which comprises the immediate contexts (e.g., classrooms) in which language teachers interact with others (such as teacher educators and students) in order to enact and develop their LTIs. This dimension suggests that teacher identity is not exclusively a process of self-authoring but rather involves a process of co-construction between the teacher and their interactants (Trent, 2015). As revealed in Chapter 3, the ways in which the teachers-in-training perceived and enacted their

teacher identities were influenced in part by their perceptions and expectations of students (e.g., being strict or lenient) or their students' parents (e.g., providing a duty of care).

The next layer in the framework represents the institutional dimension, which includes the broader institutional and community contexts (e.g., teacher education programs, schools and places of work) (Trent, 2015). Language teachers' identities are seen to be influenced by institutional practices and the discourses that operate therein. As demonstrated in Chapters 3 and 4, the ways in which the teachers-in-training constructed their idealised representations of LTI were predominantly influenced by disciplinarily-valued discourses and professional practices in their learning-to-teach and teaching contexts.

The outermost layer represents the societal dimension, which includes the wider sociocultural and ideological structures (e.g., belief systems and cultural values) that both influence and are influenced by institutions and communities (the institutional dimension) as well as by the agency of individuals in their situated contexts (De Costa & Norton, 2017). Chapter 5 showed how the ways in which teachers-in-training are trained to teach are informed by discourses and practices pervasive in the fields of TESOL and LTE (e.g., CLT and learner-centred teaching), which make available certain disciplinarily-valued or desirable teacher identity positions for teachers-in-training to either take up or resist.

It is important to highlight that while each of the four dimensions has its own distinctive attributes, they do not exist in isolation (The Douglas Fir Group, 2016). In other words, each dimension exists through constant interaction with the others, as each shapes and is shaped by the next (The Douglas Fir Group, 2016). For these reasons, a thorough analysis of LTI should take a multilayered approach that accounts for the complex interplay between factors within each of these multilayered contextual dimensions of language teaching and learning (De Costa & Norton, 2017). It is important to remember that while teachers' identities can be seen to be influenced by contextual factors, they are not completely

determined by these; rather, teachers are viewed as having “the capacity for self-determination” (Darvin & Sun, 2024, p. 3) to negotiate—at least to some extent—contextual constraints and to make their own choices about their teaching lives.

## **6.5 Pedagogical implications**

Chapters 2 to 5 of this thesis presented the pedagogical implications for LTE in relation to the specific empirical studies undertaken in this research project. This section discusses the broader pedagogical implications for LTE programs, which are discussed under three headings: bridging the gap between the ideal and reality, normalising professional identity tensions, and integrating LTI into LTE pedagogy.

### **6.5.1 Bridging the gap between the ideal and reality**

One of the recurring findings that has emerged from this research is the preponderance of idealised representations of LTI. This theme also appears in studies by Xu (2013) and Wei (2021), who both found that language teachers in China developed their teacher identities based on idealised views of teaching that were divorced from the reality of teaching contexts. Transnational teachers-in-training engaged in LTE programs in English-speaking countries, such as those in this thesis, may benefit from support in coming to terms with the contextual constraints that they may have to face when they return to teach, or begin teaching, in their various teaching contexts. For instance, it could be useful for LTE programs to incorporate examples of relevant case studies that showcase the professional identity development journeys of teachers who are at similar stages of their teaching careers and who will be teaching in contexts that closely resemble those of the other teachers-in-training. As suggested by Ilieva et al. (2015) and Farrell (2024), case studies can illustrate what transnational teachers-in-training should expect as well as different ways to approach common situations. Examining real-world examples would offer teachers-in-training insight

into challenges as well as strategies for adaptation and resilience that could help them (re)negotiate their teacher identities and teaching practices in response to the reality of specific teaching contexts. This process could go some way towards enabling teachers-in-training to recognise that teacher identity is a career-long process of becoming (Britzman, 2003; Yazan & Lindahl, 2020), one that is shaped not only by their personal goals and aspirations, but also by institutional and societal values, norms and expectations (Miller et al., 2017).

The preponderance of idealised representations of LTI suggests a tendency among some teachers-in-training to hold the teaching practices and approaches they have learnt in the LTE program in high regard, while simultaneously appearing to downplay their prior language teaching and/or learning experiences and the contextual knowledge they have gained from teaching and/or studying in their own contexts. This points to the importance of providing learning opportunities through which teachers-in-training—and particularly transnational teachers-in-training—can integrate their prior language teaching and/or learning experience into their current learning-to-teach experiences in LTE, and to view their experience with a critical eye. To foster this critical reflexivity, teachers-in-training could be encouraged to challenge, or at the very least be open to questioning, “the normative discourses, repetition of certain discourses, knowledges, and practices that are pervasive in the fields of TESOL and Applied Linguistics” (Park, 2015, p. 110). As indicated by the teacher educators’ responses in this thesis, learning opportunities should be designed to make teachers-in-training more aware that the goal of LTE is not to force teachers-in-training to disparage or discard their previous language teaching and/or learning experience in pursuit of newer “hegemonic practices” (Johnson, 2009, p. 114) espoused by LTE programs. Rather, the goal is to broaden and deepen their repertoires of pedagogical content knowledge, teaching skills and dispositions by exposing them to up-to-date principles of language teaching and

learning that will allow them to make well-informed teaching decisions, to question outdated teaching practices, and to understand why they enact their teaching practices in the ways they do.

### **6.5.2 Normalising professional identity tensions**

Another recurring finding of this thesis is that professional identity tensions—whether experienced or anticipated—appear to be largely due to the transnational teachers-in-training’s perceived contradictions between the ways they are prepared to teach in an LTE program in Australia and the ways they are expected or required to teach in their current or future teaching contexts. As noted in Chapter 1, concerns and criticisms have been raised for some time regarding the content and practices of LTE programs in English-speaking countries that are predicated predominantly on Anglo-western perspectives on language education (e.g., CLT and learner-centred teaching). These do not necessarily correspond to the contextual realities that transnational teachers-in-training will face in their teaching contexts, particularly in EFL contexts (see e.g., Kamhi-Stein, 2009; Le Ha, 2008; Liu, 1998, 1999).

It has often been argued that the content and practices of LTE programs in English-speaking countries that attract transnational language teachers from non-English-speaking countries should be “located” (Johnson & Golombek, 2020, p. 120), that is, locally relevant and responsive to the specific needs of these teachers and the contextual conditions they will encounter upon their return to teach in their respective teaching contexts (e.g., Canagarajah, 2005; Cho et al., 2022; Kumaravadivelu, 2012; Le Ha, 2008). However, it is important to remember that LTE programs in English-speaking countries, including the one that has provided the research context for this thesis, may cater to diverse groups of language teachers (both domestic and international) who have taught or plan to teach in a diverse range of local and international contexts. Therefore, LTE programs need to maintain a broad orientation in

their design and delivery of content and practices. That is, it may not be feasible or desirable for LTE programs to tailor their curricula specifically or exclusively to any specific groups of teachers-in-training. What is needed instead are integrated approaches that are able to offer a broad, up-to-date pedagogical foundation while equipping all teachers-in-training with the critical and reflective abilities to make informed pedagogical choices about what would suit their current and/or future teaching contexts.

It is imperative for LTE programs that prepare English language teachers to teach in a variety of contexts to create borderland spaces for teachers-in-training to discuss potential professional identity tensions and possible ways to respond to these. One potential approach to incorporating the topic of professional identity tensions is to use arts-informed practices to provide a tool for teachers-in-training to reflect on and express aspects of these tensions. Arts-informed practices have the potential to help teachers reflect on critical incidents or disturbing professional encounters in their work and to turn these into learning opportunities (Kubanyiova, 2020; Uştuk, 2022). This thesis has demonstrated the value of one type of arts-informed practice (i.e., photo-elicitation) as a reflective tool for teachers-in-training that allows them to not only reflect on facets of their identity but offers them a liberating space in which to express resistance to intractable professional identity tensions. While this arts-informed practice was employed as a research method in this thesis, it could also be used as a pedagogical tool to enrich reflection on—and expression of—professional identity tensions. Arts-informed practices, such as photo-elicitation (Weng & Troyan, 2023), drawing (Kelly, 2018), multimodal maps (Sánchez-Martín, 2025) and memes (Lewis, 2024b), are evocative and artistically engaging reflective tools that combine visual and verbal means of meaning-making. They can be used to assist teachers-in-training in exploring and expressing aspects of their professional identity tensions that may be difficult for them to articulate through words

alone. Having language teachers create and reflect on artistic identity representations may foster greater self-reflexivity about their teacher identities (Yazan & Uştuk, 2025).

Lastly, teachers-in-training could be reminded that professional identity tensions are an inherent and inevitable aspect of their teaching lives (Alsup, 2019; Menard-Warwick, 2024; Tajeddin & Yazan, 2024) and that certain tensions cannot be easily resolved, or may not even be resolvable at all. Despite this, identity tensions can be framed as a useful learning experience to encourage teachers' professional growth (Canagarajah, 2012a; Pillen et al., 2013b). In other words, it is important to make teachers-in-training more aware that tensions should not be viewed simply and solely as problems that require remediation but that they also represent opportunities for productive learning experiences. While some teachers may not yet have found practical ways to resolve the tensions in their teaching lives, at least having an awareness of these tensions at the cognitive (i.e., understanding tension) or emotional (i.e., regulating tension) levels could be an important step towards finding ways to manage these tensions at a performative level (i.e., coping with tension). When teachers engage in coping practices to manage identity tensions, they can be seen as developing what Barkhuizen (2024a) calls "coping identities", that is, "being a teacher who copes or who desires to cope" (p. xiv). According to Barkhuizen (2024a), developing coping identities is neither inherently positive or negative, because coping can mean that these teachers are just getting by or it can signify their pursuit of a sense of professional wellbeing (see also Feryok, 2024 and Pentón Herrera et al., 2023). Nevertheless, it is important for teachers to develop an awareness of—and a sense of control over—the professional tensions they encounter, so that they can employ appropriate coping practices to manage them.

### 6.5.3 Integrating LTI into LTE pedagogy

Although the sample size in the current study is very small, some of the comments made by the teacher educators in this study echo some of the concerns raised by Barkhuizen about the feasibility and desirability of incorporating a focus on LTI into LTE pedagogy:

When we talk about pedagogizing language teacher identity, bringing language teacher identity into the classroom... How do we do that for language teachers and for language learners? ... How do we bring it into our teacher education and our pedagogy? ... Should we do that? Are teachers interested? We cannot just say they should be. Do they have time? If we feel that they should have time and they should be interested, how do we deal with that? ... How does it get into the work we do, the teacher education and the language teaching, and the reflection of who we are for professional development? (as expressed in Uysal, 2024, p. 31)

Such questions may arise from a “unidirectional flow of knowledge” (Rose, 2019, p. 896), whereby LTI research findings have yet to be easily translated into LTE practices (Yuan & Wang, 2025). Yet, these questions provide nuance to the largely unchallenged pedagogisation of identity that prevails in the literature and reflect the practical challenges of incorporating LTI into LTE pedagogy—specifically in terms of demonstrating the relevance of LTI for professional development, while also balancing this focus with other curricular components. These questions also raise concerns about the willingness of teachers-in-training to engage in conversations about LTI, as it cannot be assumed that all teachers-in-training have the time for, or interest in, the topic. Echoing some of these concerns, the teacher educator participants in the current thesis seemed to be somewhat sceptical about the value of consistently emphasising LTI as “a central organizing principle” of LTE (Varghese et al., 2016, p. 16).

The key question arising from the findings of this thesis is not whether a focus on teacher identity should be integrated into LTE pedagogy. Rather, the question is to what

extent and how to do this in such a way that a focus on teacher identity is neither overemphasised nor downplayed but can be meaningfully connected to practical aspects of language teaching. In line with the growing literature on identity-oriented pedagogy (e.g., Yazan & Lindahl, 2020; Yazan & Uştuk, 2025), this thesis takes the position that a focus on teacher identity can—and should—be harnessed as a lever for professional development for three reasons. The first is that given the elusive and abstract nature of teacher identity (Yuan & Wang, 2024), it usually operates “at the tacit level of awareness” (Farrell, 2011, p. 55). To support teachers-in-training in surfacing this often-tacit understanding, it is important to create the space for teachers-in-training to reflect on themselves as language teachers. This should enhance their awareness and ability to direct the contours of their developing teacher identities as part of their professional development. Secondly, if a focus on teacher identity is excluded from LTE pedagogy, teachers-in-training may get the impression that teacher identity is an abstract, rarified and esoteric concept that is disconnected from the practical realities of teaching (Mockler, 2011; Morgan, 2004). This would lead to the perpetuation of a technical-rational discourse that frames teaching merely as a skills-based profession (Singh & Richards, 2006, 2009; Tsui, 2011) and could widen the gap between theory (i.e., what is produced in the academy) and practice (i.e., what actually takes place in the classroom) (Kubota, 2023; McKinley, 2019; Rose, 2019). Thirdly, although teachers’ identities naturally continue to develop over time as they have more teaching experiences (Beauchamp & Thomas, 2009; Nolan & Farr, 2024), LTE programs can and should play a role in assisting teachers-in-training in finding constructive ways to consciously reflect on and develop their own teacher identities.

At the same time, while much of the literature advocates making teacher identity a leitmotif in teacher education and professional development (e.g., De Costa, 2025; De Costa & Norton, 2017; Lauwo & Norton, 2023; Varghese, 2025; Varghese et al., 2016; Yazan &

Uştuk, 2025; Yuan & Wang, 2024), this thesis takes a more pluralistic approach to LTI integration—one that recognises that identity-related learning opportunities can come in a range of forms, such as explicit, implicit and theoretical integration, as described in Chapter 5. Teacher educators who are interested in implementing identity-oriented pedagogy should carefully consider the compatibility of identity-related content with the objectives of their teaching. Furthermore, as suggested by Barkhuizen (as stated in Uştuk et al., 2025), teacher educators should reflect on their own beliefs and the purpose of bringing an identity focus into their classrooms: what do they hope to achieve for themselves and for teachers-in-training both during their teacher education and in their future teaching careers?

Finally, it is important to note that the LTE program that provides the research context for the present thesis does not include an external teaching practicum component in which teachers-in-training practise teaching in schools (e.g., secondary schools or private language schools) under the mentorship of school mentors and/or teacher educators. It has been argued that the teaching practicum is an especially important site for teacher identity development as practical teaching in authentic classrooms plays a crucial role in enabling teachers-in-training to experience first-hand the reality of classroom teaching (Lewis, 2024b; Martel & Jourdenais, 2024) and to develop, enact and reflect on their teacher identities in practice (Kanno & Stuart, 2011). Thus, it would be desirable for LTE programs to offer, where possible, external teaching practicums in primary schools, secondary schools or private language schools.

## **6.6 Future research directions**

The insights provided in this thesis present several possible directions for future research. The extended framework developed here could provide a theoretical basis for future research to examine the development of the different facets of identity across time and space. This thesis has provided a snapshot of transnational teachers-in-training's representations of their facets

of LTI at one point in time, that is, during their engagement in an LTE program in Australia, and has highlighted the complex interplay between the four facets of LTI in terms of alignments and tensions. However, investigations with a longitudinal design are needed to explore how these facets of LTI continue to develop over time and space. One possibility is studies that follow the same group of transnational language teachers over an extended period of time—from their time engaged in teacher education degrees abroad to when they return to their respective teaching contexts—which could provide rich insights into the dynamic spatio-temporal dimensions of the facets of LTI described here. Longitudinal studies could also utilise the extended framework developed in this thesis to explore whether and how returnee transnational teachers put into practice what they have learnt from their LTE programs obtained overseas, and how they continue to negotiate their facets of LTI in response to the contextual demands in their respective teaching contexts. It should be noted that conducting such longitudinal research would not have been a viable undertaking for this thesis given the time constraints of the three-year PhD program as this type of research would require an extended period of data collection from the same participant to capture how the phenomenon under examination changes over time (Cohen et al., 2018).

Another area for future research would be to explore the enactment of teacher identities in their actual teaching. The retrospective, self-report methods of data collection employed in this thesis have enriched our understanding of the reflective and prospective aspects of identity-in-practice, as explained in the description of the extended framework. Nevertheless, the absence of observation data means that it is not possible for firm conclusions to be drawn about the enactment of teacher identities in actual practice. As suggested by LaScotte (2025) and Reeves (2018), enacted identities can only be fully understood with consideration of how they are performed and produced in teaching. Calls have been made for an incorporation of both self-report and observation data in LTI research

to illuminate the relationships between teachers' narrated identities and enacted identities (Cross, 2010; Kanno & Stuart, 2011; Lee, 2013; Swearingen, 2019). Future research could apply the framework developed in this thesis to examine whether what teachers say about themselves (narrated) are consistent with what they do in their practices (enacted). It should be noted that, originally, classroom observations of the teacher-in-training participants during their micro-teaching as part of their teacher training were planned. However, observations were excluded, due to ethical concerns about the presence of non-participating teachers-in-training in the same classroom as the participating teachers but who had not provided consent to be observed.

A further possibility for future research would be to examine identity-oriented pedagogy. This thesis has contributed to an emerging body of research on identity-oriented pedagogy that examines how a focus on teacher identity can be incorporated into LTE pedagogy. Not surprisingly, research on identity-oriented pedagogy has largely been carried out by teacher educators/researchers who have already published on the topic of LTI and who generally agree on the importance of making LTI a central and explicit focus in LTE (e.g., Lewis, 2024b; Philpott & Ilieva, 2025; Uştuk & Yazan, 2024a). However, it is still unclear how other teacher educators who may not be especially focussed on the topic of teacher identity, or who may have different pedagogical priorities, perceive its relevance to teacher preparation and professional development. Future research could investigate the perceptions and practices of teacher educators in more diverse LTE contexts regarding the relevance, practicality and usefulness of incorporating a focus on teacher identity into LTE pedagogy. Furthermore, teacher educators who are interested in designing or implementing identity-oriented pedagogy could conduct practitioner or self-study research (see Philpott & Ilieva, 2025; Yazan, 2021 for examples) to examine their own beliefs and practices regarding the pedagogical feasibility and challenges associated with this pedagogy. Given that the topic of

teacher identity is a relatively recent pedagogical focus in LTE, more research in this area could be of pedagogical value for teacher educators who are seeking ways to incorporate a focus on teacher identity into their classrooms.

A final direction for future research would be to investigate more diverse groups of transnational teachers. Nearly all of the transnational teacher-in-training participants in this thesis are female transnational teachers from Asian countries, particularly Mainland China, which reflects the demographic characteristics of the majority of the teachers-in-training in the LTE program under examination. While this thesis has provided rich insights into their LTI representations, there is also the need for broader representations of transnational English language teachers in future research. Expanding the participant pool to include transnational teachers from diverse sociocultural and linguistic backgrounds—such as those from different countries of origin, language backgrounds, genders, teaching contexts and professional trajectories—would offer a broader understanding of LTI.

## **6.7 Concluding remarks**

I embarked on this thesis with a desire to better understand the language teacher identities of transnational non-English-dominant teachers-in-training who are engaged in a language teacher education program in an English-speaking country and to explore the pedagogical practices involved in LTI integration of language teacher educators through the lens of identity-in-practice and identity-in-discourse. This thesis has endeavoured to bring together the perspectives of both teachers-in-training and teacher educators and has gone some way towards enhancing our understanding of how transnational teachers-in-training represent their identities as language teachers, and also of how language teacher educators perceive their pedagogical practices as contributing to the LTIs of teachers-in-training. It is my hope—at the end of this at times overwhelming yet exhilarating doctoral journey—that the insights obtained from this thesis can inform LTE programs and support language teacher educators in

providing the space for teachers-in-training to reflect on their own teacher identities. It is also my aspiration that the findings of this thesis will help foster a sense of agency in teachers-in-training in the ELT field such that they can meaningfully navigate their own teacher identity development journeys.

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<https://doi.org/10.2307/40264510>

## APPENDICES

## Appendix A. Permission to Reuse Paper 1 in Chapter 2

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**Identities of non-English-dominant teachers in transnational language teacher education: A systematic review**  
Author: Itsaraphap Moonthiya, Marie Stevenson  
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## Appendix C. Human Research Ethics Approval



Research Integrity & Ethics Administration  
HUMAN RESEARCH ETHICS COMMITTEE

Friday, 21 January 2022

Dr Marie Stevenson  
Sydney School of Education and Social Work Administration; Faculty of Arts and Social Sciences  
Email: marie.stevenson@sydney.edu.au

Dear Marie,

The University of Sydney Human Research Ethics Committee (HREC) has considered your application. I am pleased to inform you that after consideration of your response, your project has been approved.

Details of the approval are as follows:

**Project No.:** 2021/929  
**Project Title:** Teacher identity in the making: A case study of trainee English language teachers of non-English-speaking background  
**Authorised Personnel:** Stevenson Marie; Moonthiya Itsaraphap;  
**Approval Period:** 21/01/2022 to 21/01/2026  
**First Annual Report Due:** 21/01/2023

### Documents Approved:

Date Uploaded	Version Number	Document Name
14/12/2021	Participant Info Statement	PIS (Lecturers) Version 2 Clean
14/12/2021	Participant Info Statement	PIS (Student Teachers) Version 2 Clean
14/12/2021	Other Instruments/Tools	Instruments Version 2 Clean
28/10/2021	Participant Consent Form	PCF Student Teachers version 1 2021-10-28
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28/10/2021	Recruitment Letter/Email	Lecturer recruitment email version 1 2021-10-28
28/10/2021	Advertisements/Flyer	Advertisement to be posted on social media version 1 2021-10-28

### Condition/s of Approval

- Research must be conducted according to the approved proposal.
- An annual progress report must be submitted to the Ethics Office on or before the anniversary of approval and on completion of the project.
- You must report as soon as practicable anything that might warrant review of ethical approval of the project including:
  - Serious or unexpected adverse events (which should be reported within 72 hours).
  - Unforeseen events that might affect continued ethical acceptability of the project.
- Any changes to the proposal must be approved prior to their implementation (except where an amendment is undertaken to eliminate *immediate* risk to participants).

Research Integrity & Ethics Administration  
Research Portfolio  
Level 3, F23 Administration Building  
The University of Sydney  
NSW 2006 Australia

T +61 2 9036 9161  
E human.ethics@sydney.edu.au  
W [sydney.edu.au/ethics](http://sydney.edu.au/ethics)

ABN 15211 513 464  
CRICOS 00026A



- Personnel working on this project must be sufficiently qualified by education, training and experience for their role, or adequately supervised. Changes to personnel must be reported and approved.
- Personnel must disclose any actual or potential conflicts of interest, including any financial or other interest or affiliation, as relevant to this project.
- Data and primary materials must be retained and stored in accordance with the relevant legislation and University guidelines.
- Ethics approval is dependent upon ongoing compliance of the research with the *National Statement on Ethical Conduct in Human Research*, the *Australian Code for the Responsible Conduct of Research*, applicable legal requirements, and with University policies, procedures and governance requirements.
- The Ethics Office may conduct audits on approved projects.
- The Chief Investigator has ultimate responsibility for the conduct of the research and is responsible for ensuring all others involved will conduct the research in accordance with the above.

This letter constitutes ethical approval only.

Please contact the Ethics Office should you require further information or clarification.

Sincerely,



Associate Professor Mark Arnold  
Chair, Human Research Ethics Committee (HREC 2)

The University of Sydney of Sydney HRECs are constituted and operate in accordance with the National Health and Medical Research Council's (NHMRC) [National Statement on Ethical Conduct in Human Research \(2018\)](#) and the NHMRC's [Australian Code for the Responsible Conduct of Research \(2018\)](#)

## Appendix D. Participant Information Statements (PIS)

### PIS for teachers-in-training

#### Participant Information Statement

Student teachers



**Research Study: Teacher identity in the making: A case study of trainee**

**English language teachers of non-English-speaking background**

Dr Marie Stevenson (Responsible Researcher)  
 Sydney School of Education and Social Work, Faculty of Arts and Social Science,  
 The University of Sydney  
 Phone: +61 2 93513684 | Email: marie.stevenson@sydney.edu.au  
 Mr Itsaraphap Moonthiya (PhD student) | Email: imoo6687@uni.sydney.edu.au

#### 1. What is this study about?

We are conducting a research study about teacher identity construction in non-English-speaking background international postgraduate students. We aim to explore how your learning experiences in training to be an English language teacher influence how you see yourself as a teacher. This will help us better understand how trainee teachers develop their identities as teachers and may help educators in the future to develop teaching that best supports teacher professional development. Taking part in this study is voluntary.

Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

#### 2. Who is running the study?

Itsaraphap Moonthiya is conducting this study as the basis for the degree of Doctor of Philosophy at The University of Sydney. The study will take place under the supervision of Dr Marie Stevenson, Senior Lecturer in TESOL, Sydney School of Education and Social Work, The University of Sydney.

#### 3. Who can take part in the study?

We are seeking prospective research participants who meet the four selection criteria:

- (1) non-English-speaking background;
- (2) at least 1-year full-time English language teaching experience;
- (3) enrolled as an international student in the MEd TESOL;
- (4) commenced the MEd TESOL program in semester 2, 2021.

You have been invited to take part in this study because you are enrolled in Master of Education (TESOL) at The University of Sydney.

#### 4. What will the study involve for me?

If you decide to participate in this study, you will be asked to take part in these three activities:

1. Attend three sessions:
  - In the first session (up to 1 hour), we will talk about your teaching and learning background, your experiences in the TESOL program, and how you see yourself as a teacher.
  - In the second session (up to 1 hour), we will discuss parts of a coursework assignment. You will be asked to provide a copy of an assignment and to select parts of the assignment that you think are relevant to your identity as a teacher. At the end of the second session, there will be some brief training in preparing a photo and a drawing for the third session.
  - In the third session (up to 1 hour), we will talk about how you see yourself as a teacher based on the photo and the drawing that you will have already prepared.

All sessions will potentially be conducted through Zoom and will be conducted in English in a relaxed atmosphere. All sessions will be video-recorded, and all recordings will only be used for research purposes. The student researcher will contact you via email to arrange the interviews at a mutually convenient time.

2. Make approximately four written or spoken reflections on your learning experiences in tutorials of the MEd TESOL units of study. Each reflection would take no more than 15 minutes of your time and would happen in your own time after the tutorials.
3. Make one photo and one drawing that capture how you see yourself as a teacher. You would bring the photo and the drawing to the third session. This activity requires no more than about 20 minutes to complete.

#### 5. Can I withdraw once I've started?

Being in this study is completely voluntary and you do not have to take part.

Your decision will not affect your current or future relationship with the researchers or anyone else at The University of Sydney.

If you decide to take part in the study and then change your mind you can withdraw by informing the student researcher via email.

If you take part in an interview you may refuse to answer any questions that you do not wish to answer.

If you choose to withdraw, we will not collect any more information from you. Please let us know at the time you withdraw what you would like us to do with information we have collected about you up to that point.

#### 6. Are there any risks or costs?

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

**7. Are there any benefits?**

You will not receive any direct benefits from being in the study. However, you may benefit from having an opportunity to reflect on your learning experiences in the program and your own identity.

**8. What will happen to information that is collected?**

By providing your consent, you are agreeing to us collecting information about you for the purposes of this study.

Any information you provide us will be stored securely and we will only disclose it with your permission, unless we are required by law to release information. We are planning for the study findings to be published.

You will not be individually identifiable in these publications.

**9. Will I be told the results of the study?**

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a brief lay summary. You will receive this feedback after the study is finished.

**10. What if I would like further information?**

When you have read this information, Itsaraphap Moonthiya, a PhD student in Doctor of Philosophy at The University of Sydney, will be available to discuss it with you further and answer any questions you may have. Itsaraphap can also be contacted via [imoo6687@uni.sydney.edu.au](mailto:imoo6687@uni.sydney.edu.au). If you would like to know more at any stage during the study, please feel free to contact Dr Marie Stevenson, Senior Lecturer in TESOL, Sydney School of Education and Social Work, The University of Sydney. She can be contacted via [marie.stevenson@sydney.edu.au](mailto:marie.stevenson@sydney.edu.au) or +61 2 93513684.

**11. What if I have a complaint or any concerns?**

The ethical aspects of this study have been approved by the Human Research Ethics Committee (HREC) of The University of Sydney (HREC Approval No. 2021/929) according to the *National Statement on Ethical Conduct in Human Research (2007)*.

If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the University:

Human Ethics Manager  
[human.ethics@sydney.edu.au](mailto:human.ethics@sydney.edu.au)  
+61 2 8627 8176

*This information sheet is for you to keep*

## PIS for teacher educators

### Participant Information Statement

Lecturers



**Research Study: Teacher identity in the making: A case study of trainee**

**English language teachers of non-English-speaking background**

Dr Marie Stevenson (Responsible Researcher)  
 Sydney School of Education and Social Work, Faculty of Arts and Social Science, The  
 University of Sydney  
 Phone: +61 2 93513684 | Email: marie.stevenson@sydney.edu.au  
 Mr Itsaraphap Moonthiya (PhD student) | Email: imoo6687@uni.sydney.edu.au

#### 1. What is this study about?

We are conducting a research study about teacher identity construction in non-English-speaking background international postgraduate students. We aim to explore how their learning experiences in training to be an English language teacher influence how they see themselves as a teacher. This will help us better understand how trainee teachers develop their identities as teachers and may help teacher educators in the future to develop teaching that best supports teacher professional development. Taking part in this study is voluntary.

Please read this sheet carefully and ask questions about anything that you don't understand or want to know more about.

#### 2. Who is running the study?

Itsaraphap Moonthiya is conducting this study as the basis for the degree of Doctor of Philosophy at The University of Sydney. The study will take place under the supervision of Dr Marie Stevenson, Senior Lecturer in TESOL, Sydney School of Faculty of Education and Social Work, The University of Sydney.

#### 3. Who can take part in the study?

We are seeking research participants who are lecturers of the units of study in the Master of Education (TESOL) at The University of Sydney.

You have been invited to take part in this study because you are a lecturer of the unit of study in the Master of Education (TESOL) at The University of Sydney.

#### 4. What will the study involve for me?

If you decide to participate in this study, you will be asked to take part in a one-off individual interview about the purposes and characteristics of the unit of study that you

teach, and whether and how this unit contributes to student teachers' identity construction. The interview will take up to 1 hour. The interviews will potentially be conducted via Zoom. You will be asked for permission to video-record the interview.

All recordings will only be used for research purposes. The student researcher will contact you via email to arrange the interview at a mutually convenient time.

#### **5. Can I withdraw once I've started?**

Being in this study is completely voluntary and you do not have to take part.

Your decision will not affect your current or future relationship with the researchers or anyone else at The University of Sydney.

If you decide to take part in the study and then change your mind you can withdraw by informing the student researcher via email.

If you take part in an interview you may refuse to answer any questions that you do not wish to answer.

If you choose to withdraw, we will not collect any more information from you. Please let us know at the time you withdraw what you would like us to do with information we have collected about you up to that point.

#### **6. Are there any risks or costs?**

Aside from giving up your time, we do not expect that there will be any risks or costs associated with taking part in this study.

#### **7. Are there any benefits?**

You will not receive any direct benefits from being in the study.

#### **8. What will happen to information that is collected?**

By providing your consent, you are agreeing to us collecting information about you for the purposes of this study.

Any information you provide us will be stored securely and we will only disclose it with your permission, unless we are required by law to release information. We are planning for the study findings to be published.

Although every effort will be made to protect your identity, there is a risk you may be identifiable in these publications due to the small pool of lecturers in the MEd TESOL program.

#### **9. Will I be told the results of the study?**

You have a right to receive feedback about the overall results of this study. You can tell us that you wish to receive feedback by ticking the relevant box on the consent form. This feedback will be in the form of a brief lay summary. You will receive this feedback after the study is finished.

#### 10. What if I would like further information?

When you have read this information, Itsaraphap Moonthiya, a PhD student in Doctor of Philosophy at The University of Sydney, will be available to discuss it with you further and answer any questions you may have. Itsaraphap can also be contacted via [imoo6687@uni.sydney.edu.au](mailto:imoo6687@uni.sydney.edu.au). If you would like to know more at any stage during the study, please feel free to contact Dr Marie Stevenson, Senior Lecturer in TESOL, Sydney School of Education and Social Work, The University of Sydney. She can be contacted via [marie.stevenson@sydney.edu.au](mailto:marie.stevenson@sydney.edu.au) or +61 2 93513684.

#### 11. What if I have a complaint or any concerns?

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If you are concerned about the way this study is being conducted or you wish to make a complaint to someone independent from the study, please contact the University:

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+61 2 8627 8176

***This information sheet is for you to keep***

## Appendix E. Participant Consent Forms

### Participant consent form for teachers-in-training

#### Participant Consent Form

Student teachers



**Research Study: Teacher identity in the making: A case study of trainee**

**English language teachers of non-English-speaking background**

Dr Marie Stevenson (Responsible Researcher)  
 Sydney School of Education and Social Work, Faculty of Arts and Social Science, The  
 University of Sydney  
 Phone: +61 2 93513684 | Email: marie.stevenson@sydney.edu.au  
 Mr Itsaraphap Moonthiya (PhD student) | Email: imoo6687@uni.sydney.edu.au

**Participant Name** \_\_\_\_\_

I agree to take part in this research study. In giving my consent, I confirm that that:

- The details of my involvement have been explained to me, and I have been provided with a written Participant Information Statement to keep.
- I understand the purpose of the study is to investigate the teacher identity construction of non-English-speaking background international postgraduate students in the Master of Education (TESOL) at The University of Sydney.
- I acknowledge that the risks and benefits of participating in this study have been explained to me to my satisfaction.
- I understand that in this study I will be required to participate in three interview sessions, the first taking about 30 minutes and the second and the third taking up to one hour; provide an assignment with excerpts marked for the second session; prepare a photo and a drawing for the third session; and produce written or oral reflections.
- I understand that my participation may be audio and/or video-taped.
- I understand that being in this study is completely voluntary.
- I am assured that my decision to participate will not have any impact on my relationship with the research team or the University of Sydney.
- I understand that I am free to withdraw from this study at any time and that I can choose to withdraw any information I have already provided (unless the data has already been de-identified or published).

- I have been informed that the confidentiality of the information I provide will be protected and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.
- I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

- I confirm the following:

**I consent to video recordings of interview sessions**      Yes       No

**I consent to photographic recording of my photo**      Yes       No

**I consent to photographic recording of my drawing**      Yes       No

**I consent to collection of my assignment**      Yes       No

**I consent to collection of my written or spoken reflections**      Yes       No

**I would like to review my interview transcripts**      Yes       No

**I would like feedback on the overall results of this study**      Yes       No

If you answered **yes**, please provide your preferred contact details (email/telephone/postal address):

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- I understand that after I sign and return this consent form it will be retained by the researcher, and that I may request a copy at any time.

**Participant Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Date** \_\_\_\_\_

## Participant consent form for teacher educators

### Participant Consent Form

Lecturers



**Research Study: Teacher identity in the making: A case study of trainee**

**English language teachers of non-English-speaking background**

Dr Marie Stevenson (Responsible Researcher)  
 Sydney School of Education and Social Work, Faculty of Arts and Social Science, The  
 University of Sydney  
 Phone: +61 2 93513684 | Email: marie.stevenson@sydney.edu.au  
 Mr Itsaraphap Moonthiya (PhD student) | Email: imoo6687@uni.sydney.edu.au

**Participant Name** \_\_\_\_\_

I agree to take part in this research study. In giving my consent, I confirm that that:

- The details of my involvement have been explained to me, and I have been provided with a written Participant Information Statement to keep.
- I understand the purpose of the study is to investigate the teacher identity construction of non-English-speaking background international postgraduate students in the Master of Education (TESOL) at The University of Sydney.
- I acknowledge that the risks and benefits of participating in this study have been explained to me to my satisfaction.
- I understand that in this study I will be required to participate in a one-off semi-structured interview, lasting about 1 hour.
- I understand that my participation may be audio and/or video-taped.
- I understand that being in this study is completely voluntary.
- I am assured that my decision to participate will not have any impact on my relationship with the research team or the University of Sydney.
- I understand that I am free to withdraw from this study at any time and that I can choose to withdraw any information I have already provided (unless the data has already been de-identified or published).
- I have been informed that the confidentiality of the information I provide will be protected and will only be used for purposes that I have agreed to. I understand that information about me will only be told to others with my permission, except as required by law.

- I understand that the results of this study may be published, and that publications will not contain my name or any identifiable information about me.

- I confirm the following:

**I consent to video recordings of interview** Yes  No

**I would like to review my interview transcripts** Yes  No

**I would like feedback on the overall results of this study** Yes  No

If you answered **yes**, please provide your preferred contact details (email/telephone/postal address):

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---

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- I understand that after I sign and return this consent form it will be retained by the researcher, and that I may request a copy at any time.

**Participant Name**

---

**Signature**

---

**Date**

---

## Appendix F. Examples of Photographs Associated with LTI

### Representations

The Figures below are illustrative examples of photographs associated with each of the themes identified in Chapter 3.

#### Figure 1

*Shuyi's Photo of Teacher-Fronted Teaching Depicting the Theme Knowledge Transmission*



**Figure 2**

*Ramira's Metaphorical Photo of an Elastic Band Depicting the Theme Learner-Centredness*



**Figure 3**

*Trinh's Metaphorical Photo of Blooming Flowers Depicting the Theme Nurturing*



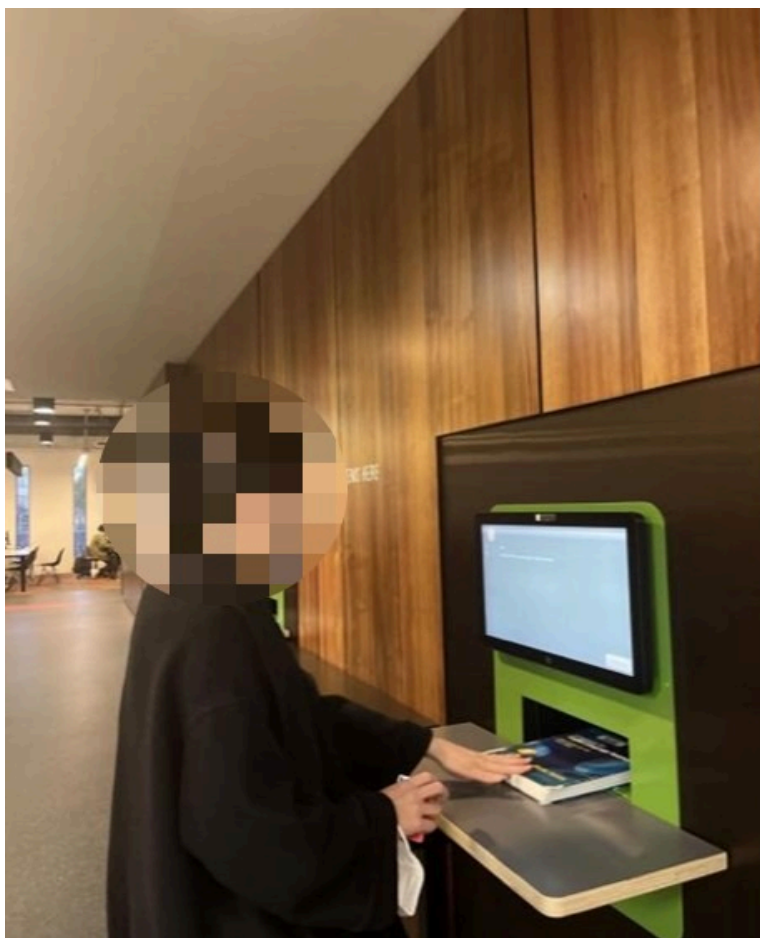
**Figure 4**

*Ramira's Photo of Collaborating with and Learning from Other Teachers Depicting the Theme Teachers as Learners*



**Figure 5**

*Fantian's Photo of a Knowledgeable English Teacher Depicting the Theme English Experts*



**Figure 6**

*Fantian's Metaphorical Photo of a Relaxing Teacher Depicting the Theme Teacher*

*Dispositions*



**Figure 7**

*Xiaozhu's Metaphorical Photo of a Blank Page Depicting the Theme Professional*

*Uncertainty*



## Appendix G. Coding Scheme for Content Analysis

Themes	Definitions	Sample extracts
Knowledge transmission	The role of teachers in delivering knowledge	“Teachers do the same thing as tour guides, passing on information to people.”
Learner-centredness	Teachers’ consideration of learners’ needs and responsibilities for their learning	“I’m a facilitator rather than someone who simply spoon-feeds students.”
Nurturing	Teachers who support and nurture learners’ learning	“Parents think that you’re an adult, so you have a responsibility to take care of their children, not only teaching them ... but taking care of them.”
Teachers as learners	Teachers who continuously engage in learning	“If I ever feel like I’m a full-grown butterfly already, I won’t learn anything new. My objective is to keep learning.”
English experts	Teachers’ expectations of themselves and social expectations of English teachers to have a good command of English	“I want to become a teacher full of knowledge. If students find out I’m not an [English grammar] expert, it’ll decrease my confidence.”
Teacher dispositions	Teachers’ classroom manner and ways of interacting (e.g., strict or permissive)	“If the school’s philosophy is strictly operated, I’m a silent person, so I pretend to be humorous to show them at least I’ve tried.”
Professional uncertainty	Teachers’ uncertainty about or reluctance to engage with professional futures	“I don’t want to imagine my future. My parents always support me emotionally and financially.”

## Appendix H. Coding Scheme for Identity Alignments and Tensions

Patterns of meaning	Definitions	Sample extracts
Identity alignment	Identity alignment occurs when different facets of identity are congruent with each other.	<p data-bbox="1011 344 1390 416"><i>Alignment between practised and imagined identities</i></p> <p data-bbox="1011 423 1390 562">Trinh’s practised identity: “I’m a facilitator rather than someone who simply spoon-feeds students.”</p> <p data-bbox="1011 602 1390 779">Trinh’s imagined identity: “I want to become a flexible teacher who uses different teaching styles that match their needs.</p>
Identity tension	Identity tension occurs when there is dissonance <i>within</i> a particular facet of identity or <i>between</i> different facets of identity.	<p data-bbox="1011 824 1390 893"><i>Tension within a practised identity</i></p> <p data-bbox="1011 900 1390 1184">“If you want to survive in a for-profit learning centre, you need to get students’ recognition and learn how to deal with them, otherwise if they’re not satisfied, they’re the ‘customers’ who have the voice.”</p> <p data-bbox="1011 1225 1390 1509"><i>Tension between claimed and assigned identities</i></p> <p data-bbox="1011 1301 1390 1509">Shuyi’s claimed identity: “Teachers are seen as gardeners. Teachers take care of all their students, just like gardeners take care of the plants.”</p> <p data-bbox="1011 1559 1390 1771">Shuyi’s assigned identity: “The tuition fees are high, so it’s a ‘babysitting’ service we’re expected to provide. I do not want to take care of their daily lives.”</p>

## Appendix I. Coding Scheme for Content Analysis

Types of LTI representations	Definitions	Sample extracts
Teachers as research-informed practitioners	Teachers who integrate theory and research into teaching practices	“I propose a game-based teaching activity to apply intrinsic motivation in my future EFL classrooms.”
Teachers as facilitators	Teachers who create learning environments that encourage students to take responsibility for, and ownership of, their learning	“My job is no longer to directly instruct learners what features of cinquains are. Instead, what I do is to guide them by facilitating them to write cinquains.”
Teachers as language learners	Teachers who recognise their own language learning experiences as having an influence on their attitudes towards language learning and identities as language learners	“I also consider speaking challenging, because not only do I lack input environment, but I also translate in my mind first.”
Teachers as empowered L1 users	Teachers who perceive their shared first language with learners as contributing to their own professional empowerment as multilingual teachers	“Consequently, an appropriate adoption of L1 and L2 should be carefully considered by instructors who aims to achieve their pedagogical purposes.”
Teachers as lifelong learners	Teachers who are committed to continuous learning for professional development	“To be a teacher means to be a learner all the time. Teachers really need to update their knowledge to make their lessons interesting and meaningful.”
Contextually responsive teachers	Teachers who keep teaching contexts in mind when designing their teaching	“Whether to teach learners to make their own digital stories depends largely on specific teaching contexts.”

## Appendix J. Interview Questions

### Questions about identity-in-discourse

- How do you see the MEd TESOL students as English language teachers?
- Have your perceptions of the MEd TESOL students as English language teachers influenced how you train them to be English teachers? If so, how?
- Do you teach about the concept of language teacher identity?
- How about other related concepts to language teacher identity, such as identity, self-efficacy or teacher agency? If so, what is the purpose of teaching about these concepts?
- Do you teach about concepts that relate to ways of thinking about non-native English language teachers? If so, what is the purpose of teaching about these concepts?
- Do you provide opportunities for student teachers to specifically reflect on their identity as English teachers? If so, how?
- How about other identities (e.g., as language learners, bi/multilingual speakers)?

### Questions about identity-in-practice

- Does the course (*this will be specified*) include practical activities that relate directly to English language teaching (e.g., teaching practice)?
- Do you think that the tasks and activities in the course (*this will be specified*) can contribute to student teachers developing their teacher identity as English teachers? If so, what tasks/ activities?
- Why did you choose this task/assignment (*this will be specified*) to talk about?
- Does this task/assignment/reading (*this will be specified*) relate to developing student teachers' identity as English language teachers?

## Appendix K. Tasks

### Task 1. Self-Reflection: Teacher Identity

How do you see yourself as a teacher?

Take the anonymous English language teacher identity quiz on CANVAS.

1. I feel confident about my speaking ability in English.
2. I feel confident about my knowledge of English grammar rules.
3. I feel that I know a lot about the cultures of English-speaking countries.
4. I feel confident standing in front of a class.
5. I would prefer to be a native speaker of English.
6. I feel that it is a disadvantage that I can only speak English.
7. I feel like an impostor when I am teaching English.
8. I feel like I become a different person when I speak English.
9. I feel that being an English language teacher gives me a good social and economic status.
10. I feel that people do not take English language teaching seriously as a profession.
11. I feel like English language teaching is a women's job.
12. I feel that being an English language teacher makes it easier for me to attract men/women.

## Task 2. Language Teacher Identity Discussion Task

Read the following quotes about language teacher identity and discuss the questions below.

From Moonthiya (2022)—Master of Education (TESOL) students talking about their teaching experiences:

1. *“I couldn’t control a naughty boy. That class was observed by parents. One parent didn’t want their kid to go to my class again. That makes me question if I should continue teaching primary students”.*
2. *“My supervisor said I’m incompetent of teaching, so I quitted my job...I’m not satisfied with how I dealt with it, but it provided me a chance to reflect on myself. It’s a building block for my future improvements”.*
3. *“Though we have more competence in teaching, we cannot compete with someone who is a native speaker but doesn’t have education in ELT. Institutes in Taiwan cannot provide decent payment, because I’m not white”.*
4. *“I feel confident about teaching speaking. Chinese are obsessed with accents. They want teachers to have American or British accents, but it’s not possible”.*

From Appleby (2016)—male native-speaker English language teachers who worked at private conversation schools in Japan:

5. *“I became a completely different person to who I’d been before. I’d been very reticent and shy and reserved, but suddenly you’re almost being an entertainer in a way and becoming more socially adept at managing conversations”*
6. *“At work you do have to act like the stereotypical loud, bright, and happy Westerner kind of thing...It’s just part of the company’s image...It’s a for-profit business so we’ve got to keep the customers satisfied, keep them happy, make them want to come back, that kind of thing.”*

7. *“Those conversation schools, they’re really just»» money-making machines. You know, the students, mostly young women, get sold a kind of a dream, you know, come and learn English and you’ll have a better chance of meeting a Western boyfriend and becoming someone that you see on TV or in the movies. I think that was even part of the sales pitch.”*
8. *“There’s no such thing as a career, in that sense, in Japan, it’s not a career, it’s a job. [Employers] don’t expect you to stay very long, they don’t want you to stay very long. . . . You were a novelty value”*

**Discussion questions:**

1. Which themes can you see in these quotes? Which of these themes do you see as positive– or negative?
2. Have you had any experiences that are similar to those described in the quotes? Or do you know anybody else who has?
3. Describe a significant experience – either positive or negative – that has impacted on your identity as an English teacher.
4. How can (novice) English language teachers develop their identities in positive way

**Task 3. Weekly Reflections**

Please write about 50 words to reflect on your learning in this unit of study. This may be about important things you have learnt, new insights, inferences you wish to make from your current study, burning questions, any experiential responses related to this week's topic, suggestions of resources you found useful that you would like to share with your peers, tutors and lecturers.

#### **Task 4. Assessment Task: Issues in Bilingual Education**

##### **Task:**

- From your wide reading this semester on bilingual education and related issues, choose three current issues in bilingual education.
- Describe the issues and the arguments surrounding them. Find and present viewpoints that support and refute various aspects of the related issues, or that pinpoint beneficial/detrimental aspects of policy or practice.
- Critically analyse and discuss why those issues are important in some educational contexts and not in others.

##### **Suggested structure (3000 words)**

- Introduce 3 issues (250 words)
- Issue 1: arguments/viewpoints, importance in contexts (850 words)
- Issue 2: arguments/viewpoints, importance in contexts (850 words)
- Issue 3: arguments/viewpoints, importance in contexts (850 words)
- Final comments (200 words)

Note: be selective, look at the most interesting or pertinent ideas only, go deeply.

##### **Examples of current issues**

- Bilingual teacher identity
- Language ideologies of parents
- Translanguaging in the dual language classroom
- Assessing ELLs in mainstream education
- Language revitalization through school programs
- Language policy: opportunities and constraints
- Mother tongue first approaches
- Language hierarchy in bilingual schools
- Community involvement in bilingual schools
- Adult biliteracy programs

**Task 5. Do You See Yourself As ...?**

Do you see yourself as:

- a. A native-speaker writer with good command of the language
- b. A monolingual writer who is limited by only being able to write in one language
- c. A second language writer who is struggling to write in English
- d. A multilingual writer with a rich communicative repertoire
- e. Other