



**UNIVERSIDAD METROPOLITANA DE CIENCIAS DE
LA EDUCACIÓN**

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS

DEPARTAMENTO DE INGLÉS

EFL Teacher Identity in Chile: A Systematic Review of the Literature

MEMORIA PARA OPTAR AL TÍTULO DE PROFESOR DE INGLÉS.

AUTOR: MAORI ROBIN ELOY PÉREZ MORALES

PROFESOR GUÍA: LEANDRO ANDRE SILVA BRAVO

SANTIAGO DE CHILE, MARZO 2022



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Maori Pérez Morales

It's been quite a long journey, and now when one epidemic ends another war begins. So many faces with a casual smile to offer: family, friends, true love, platonic, teachers, teachers of teachers, teacher of teachers of teachers. And even the worst gesture in my own worst enemy's face could not deny that they have left me here, or I would not. For all of them, dedicated. But for a preference for the possibility to love and be happy against all anticipation, I will only name Carolina, Jonathan, David, Ulises, Luz Graciela, Luisa, Luis, Elsa, José, Jaime and Paulina. May they always be remembered and never disappear, kinda like Paul McCartney, but cooler, and warmer at the same time, in a way.

Maori Pérez

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Abstract

The present study explores the notion of EFL teacher Identity as scholars have approached the topic in empirical studies in the recent decades. With this in aim, a systematic literature review was conducted on 22 empirical studies retrieved from the WoS, Scopus and Scielo databases. The articles were sorted on the databases according to publication year (2001 to 2021), topic and language. After the selection process, the articles were thematically analysed in Atlas.ti. The results show that the notion of teacher Identity has been characterised as fluid, complex and shifting. This is in agreement with the predominant epistemological stances in the literature, which are constructivism and post-structuralism. As for methods, the qualitative approach is the dominant, with interviews and case studies being the most frequent research instruments. The results and findings of the studies indicate that teacher Identity is a multi-membership phenomenon. These results evidence a need for more quantitative studies and studies centred in Chile. Future studies should contemplate a larger presence of quantitative and mixed-methods studies, as well as the need to develop a research agenda on the topic in Latin America and Chile in order to inquire into the presence of culture-specific Identity features.

KEY WORDS: Teacher, Identity, EFL, ESL, Chile, Latin America, novice teacher, teacher training, standardisation, inclusion, social media

Resumen

El presente estudio explora la noción de identidad de profesores de lengua extranjera al modo en que investigadores se han aproximado al tema en estudios empíricos durante las décadas recientes. Con este objetivo, una revisión sistemática de la literatura fue ejecutada en 22 estudios empíricos cotejados a partir de bases de datos de WoS, Scielo y Scopus. Los artículos fueron organizados en las bases de datos de acuerdo a año de publicación (2001 a 2021), tema y lengua. Después del proceso de selección, los artículos fueron analizados por tema en Atlas.ti. Los resultados muestran que la noción de identidad de profesores ha sido caracterizada como fluida, compleja y cambiante. Esto en concordancia con la postura predominante en la literatura constructivista y post-estructuralista. En cuanto al método, el método cualitativo predomina, con el estudio de caso y la entrevista como el instrumento más recurrente. Los resultados y descubrimientos en los estudios indican que la identidad del profesor es un fenómeno de múltiples afiliaciones y roles. Estos resultados evidencian la necesidad de más estudios cuantitativos y de más investigación centrada en Chile. Estudios venideros debieran contemplar mayor presencia de metodología cuantitativa y mixta, así como la necesidad de desarrollar una agenda de investigación con Latinoamérica y Chile como temas, de manera de inquirir en la presencia de rasgos específicos de la identidad cultural.

PALABRAS CLAVE: Profesor, identidad, lengua extranjera, lengua secundaria, Chile, Latinoamérica, profesor practicante, formación, estandarización, inclusión, redes sociales

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Introduction

What the teacher is, is more important than what he teaches.

- Karl Meninger

The field of teacher Identity has gained significant scientific relevance as a field of study in the last couple of decades (Barkhuizen, 2017). This is mostly due to the fact that a great deal of the professional practices and beliefs of teachers can be explained by who and how they think they are and should be. Having a closer and systematised look at the current research available in this area is of particular benefit for teachers and teacher trainers, as the cross-disciplinary nature of this phenomenon makes it one of complex approximation.

This systematic review seeks to provide an up-to-date synthesis of the research available on the Web of Science, Scielo and Scopus databases. Special attention is paid to the methodological and theoretical characteristics of the studies, so as to have a panoramic view of the research agenda and state of the art in the field of study.

This review can be ascribed to the disciplines of educational psychology and sociology, and seeks to contribute to teacher training, EFL teaching and pedagogy in general.

The following thesis is organised in a sequenced way. Chapter 1 presents the literature review, where the most relevant concepts and theories about EFL teacher Identity are introduced along with the state of the arts regarding this area of knowledge. Chapter 2 provides a detailed explanation of the methods, instruments, data, procedures and analysis carried out during the review process. Chapters 3 and 4 provide an account for the results of the analysis; this account is presented in tandem with a theory-based discussion. In Chapter 5, the conclusions of the review along with its limitations and recommendations for future research are presented.

Chapter I

Literature Review

1.1 Teacher Training and Labour Policies in Chile

Historically, higher education institutions such as Escuelas Normales and Universities provided Teacher training in Chile. But in 1974, a presidential decree closed Escuelas Normales and stated that universities were the only institutions legally allowed to grant teacher degrees in Chile.

The training of teachers nowadays lasts between 4 to 5 years in most universities. The programmes contain disciplinary and pedagogical courses and teaching placements typically in the advanced stages of the training process. A few universities provide post-baccalaureate teacher education for 1 or 2 years full time.

The teaching profession is regulated in Chile by the Ley de Carrera Docente (MINEDUC, 2016). This Law states the requirements for teacher training, career insertion and development, responsibilities, salaries and other labour conditions.

According to Avalos (2004), Fardella (2013) and Alarcón López & Falabella (2021), the conditions of teachers in Chile have changed drastically over the last 40 years. The cause of these changes is the sociopolitical transformations installed by the right-wing dictatorship of Augusto Pinochet that fostered educational privatisation, standardisation and teacher work intensification under the logic of New Public Management (Norton, 2008). These privatisation-oriented policies became the norm and have led to teachers' poor working conditions, high levels of stress and burnout, and an alarming rate of teacher turnover and attrition (Cornejo, 2009; Avalos y Valenzuela, 2016).

Schilling Lara and Sánchez Sánchez postulate that teacher training in Chile needs to bridge the void between what teachers learn at university and their actual practices at schools (Schilling Lara & Sánchez Sánchez, 2020). They recommend focusing on practical training,

the relation between the university and the school and more instances of practice for the teachers.

Accountability and standardisation policies in Chile have created a distance between actual and prescribed work (Dejours, 2009). Real teacher work is highly accountability and performativity orientated. Standardised examinations, like SIMCE and PSU/PDT, act as measuring instruments (Luna Figueroa, 2015).

1.1.1 teacher training in chile.

The first institutional instance of teacher training in Chile was the Escuela Normal de Preceptores in 1842 under the leadership of Domingo Faustino Sarmiento, an Argentinian educator. In 1854, the first school of women teachers was created under the Monjas del Sagrado Corazon de Jesus (Avalos, 2002).

Also in 1842, Universidad de Chile was founded as the continuator of Universidad de San Felipe. It became responsible for the national education system at the primary, secondary and higher levels. In 1860, Manuel Montt signed the first Ley Sobre Instrucción Primaria, which fomented school coverage among the population and made primary school free (Cardemil Winkler, 2015). Valentín Letelier formed the first school of secondary education teachers in 1889. In 1890, the Instituto Pedagógico became a part of the Faculty of Humanities and Philosophy of the Universidad de Chile and became the country's essential institution for teacher training. By the end of the 1920s, Carlos Ibáñez created the Ministerio de Educación, reinforcing the importance of the system and establishing administrative and pedagogic regulations for the whole system (Reveduc, 2017).

In the following two decades, several universities were formed throughout the country, like the Escuela de Pedagogía of the Universidad Católica, the Universidad Austral de Valdivia, and the Universidad de Concepción, contributing to the training of teachers in Chile.

Between 1964 and 1970, President Frei Montalva implemented an education reform that introduced continuous training of teachers as an essential element in teacher development.

In the '70s, democracy was interrupted by the military coup d'état, which led to an "ideological-political cleansing" carried out by the right-wing supporters and people in government. This "cleanse" mainly occurred in social science and education schools (Nuñez, 2002). The military intervention separated, in the 1980s, the Instituto Pedagógico from the Universidad de Chile to isolate this institute which was considered a focal point of left-wing political activism. During the 1980s, a decree allowed and fostered the creation of private universities, which was another indicator of the privatisation policy implemented by the dictatorship, consolidated into the Ley Orgánica Constitucional de la Enseñanza, on March 10th 1990, allowing the expansion of the private system in superior education.

Little regulation of teacher training programmes existed in the Chilean education system until mid-2010. During these decades, any higher education institution could offer teacher training degrees with little quality assurance. The creation of the Ley de Carrera Docente and the national standards for teacher training programmes were two policies that attempted to change this lack of regulation.

1.1.2 initial teacher training standards.

CPEIP (Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas) is at the core of the above mentioned reforms. Subsidiary of the Ministerio de Educación de Chile, CPEIP promotes standards of initial teacher training, which in turn are diagnosed through the Evaluación Nacional Diagnóstica, a test that is taken by teachers before graduating. The measures hope to ensure the best candidates enter and remain in the profession, support teachers to develop, improve and grow as professionals, and improve conditions for teaching in all schools (OCDE, 2014). These standards have been established considering the educational community and affect the continuous improvement of education and training. They contemplate the national context, resources, trends and political priorities; the school system and workforce; attracting talented people to the teaching profession; educating, developing and certifying teachers; recruiting, selecting and assigning teachers; and retaining effective teachers at schools (Mineduc, 2003).

1.1.3 ley carrera docente.

Carrera Docente was published in 2017, considering competence, change in working hours, new requisites of selection, among other aspects. The main goal was to situate the teacher in the same status as other first-world countries, where a teacher can be compared to a doctor culturally and financially. It watches the evolution of a teacher in Chile, from initial teaching to four years being a teacher to 8 years, while contemplating optional expertise afterwards and paying accordingly. The schedule that considered hours working at the school started including workload outside the school as *horas no-lectivas*, novice teachers got exceptional support as legal obligation of the school system, and continuous training became

free. Some have criticised the Law for many reasons: inadequate wages benefiting only a few, no participation of teachers in writing the Law, promotion of a voucher and individualistic system; it does not end with the precarious conditions. Carrasco Aguilar, Luzón and López (2019) cover these aspects in a recent study, taking interviews where teachers complain about the policies. Teachers claim that salaries are low compared to their workload. Only teachers who get the best results benefit from the Law, and good results also depend on contextual factors of the students and the school.

Consequently, municipal schools tend to have bad results and close. Thus, they claim it is a system of competition, where private schools and schools that segregate in admission tend to be the most successful, for the standards do not consider the realities of the students and their contexts. It does not end with critical conditions but instead stimulates discrimination. (Carrasco Aguilar, Luzón & López, 2019).

1.2. Teacher Identity

1.2.1. identity.

Authors have conceptualised the notion of Identity from a myriad of approaches. While earlier studies have defined Identity as fixed and decontextualised, contemporary research agrees that Identity is complex and fluid (Blackledge & Pavlenko, 2001; Norton, 2000). In this respect, Beijaard et al. (2004) propose that Identity is a non-stop inference and re-inference of being oneself as one thinks he or she is, and then the one they expect to become (Beijaard et al., 2004). This perspective allows us to understand Identity as “constant becoming”, an ongoing, open-ended process. On a similar line, Norton (2000) defines Identity as understanding the time and space relationship a person structures with the world and their

future (Norton, 2000: 5). This definition highlights the role of sociocultural factors in the construction of Identity. It reflects the living social, political and historical experience and context of the individual (Hall, 2002), meaning that Identity is an idea towards the future, the past and the historical development of the self. Most current definitions of Identity view it as not fixed, but rather in constant transition, in terms of evolution, of the interchangeability of roles, and even about the change of one context to another, while giving meaning to the experiences (Erstad, Gilje, and Arnseth, 2013; Engel, Fauré, Membrive, Merino & Coll, 2019; Ritella and Ligorio, 2016).

1.2.2. teacher identity.

The discipline where Professional Identity emerges usually defines it (Cuadra-Martínez et al., 2021). As Kreber (2010) remarks, teacher Identity is comparable to a whole Identity on its own. It develops through the interplay between personal theories of the teaching practice, perceptions of the teacher's self and social and occupational teaching contexts (Kreber, 2010).

According to Oruç (2013), the studies on teacher identity categorise its nature into two major categories: a psychological and a professional one. The psychological aspect of teacher Identity refers to teachers in terms of knowledge, emotions, beliefs and interpretations (Palmer, 1998; Avalos et al., 2010). In this regard, authors such as Korthagen, Beijaard, and Smith have inquired into Identity as a psychological construct, emphasising the *persona* of the teacher (Britzman, 2003, 2004; Nias, 1989; Olsen, 2008) and the dialogue between the personal and professional identities of teachers (Chong, Low & Goh, 2011; Flores & Day, 2006; Korthagen, 2004). Studies remark that the construction of a professional Identity has an influence on teachers' philosophy of education (Mockler, 2011), well-being, effectiveness

(Sammons et al., 2007) and decision-making (Beijaard, Meijer, & Verloop, 2004). The studies recognise the relation between beliefs and actions regarding ethical and critical decision-making upon classroom interactions and practices (Hong, 2010; Richardson, 1996; Bandura, 1986; Maloch et al., 2003; Rokeach, 1968).

On the other hand, the professional perspective refers to the specific social labour of a teacher and the meaning a teacher gives to his work in the classroom and with the community surrounding the context of the school (Cuadra Martínez et al., 2021). Authors consider professional Identity the product of the various ways a teacher can establish a relationship with others while associating meaning to oneself in his or her work (Solari & Martín Ortega, 2020), while meaning is situated and negotiated in each of the communities of practice. The professional participates due to interchangeable professional roles and the dialogical nature of the exchanges (Lave & Wenger, 1991; Wenger, 2001). In this sense, teachers have “multiple memberships”, in which they are to enact a variety of functions, according to the norms regulating the different roles that make the requisite for him or her to be a teacher.

1.2.3. novice teacher identity.

Farrell (2012) warns us that novice teachers enter a new cultural and epistemological context for the first time. They are required to adopt the Identity of real teachers from the very beginning. Other authors have also noted that novice teachers often experience an immediate perplexity to the initial impact of enacting the role of a professional teacher, compromising their just released identities as a result (Caspersen & Raaen, 2014; Senom, Razak Zakaria, & Sharatol Ahmad Shah, 2013; Xu, 2013). The experience of tension between the university and the school during their practicum serves as preview (Newell, 2001).

This tension is related to the emotional stress resulting from the void between trainee teachers' knowledge and job requirements. As put by Dejours (2009), the distance between prescribed and proper work. Sometimes these merely preliminary levels of stress can lead to the burnout and attrition only an experienced teacher knows about (Avalos and Valenzuela, 2016).

1.2.4. efl/esl teacher identity.

Teaching a language is complex and socially conflicting, as seen in various studies, especially a foreign language. Foreign language instruction has requirements no other labour has. First, the teacher needs proper knowledge of the subject and the methodology to teach the language in the context of the lesson. Second, the teacher is to engage the students' interests while confronting cultural inequalities both in the students and in the teacher's perception of the language (McKay, 2002). If this is not enough, a third alarm to attend to is the educational system, often precarious and lacking both teachers' and students' specific needs in their realities and contexts. These three only add to the problematisation of English language imparted and, hopefully, learned.

However important and conflictive, the interaction between the factors mentioned above and Identity has little to no presence in Latin American and Chilean studies. And there is more to it. Language ideologies have a crucial role in constructing EFL teachers' professional Identity. Colonisation theories have argued that language, mainly English, may influence the target culture beyond linguistic competence. An example of this is Nixon promoting EFL teaching in Chile after the coup d'état (Torrice Ávila, 2016). Many authors regret that English as a language is also a linguistic tool for the sometimes negative intersection with other countries known as colonisation. Ubaque-Casallas (2021) proposes that

theoretical constructions of language and learning have unquestionably dominated over personal constructions of language learning and teaching. In another study by the previous author and Castañeda-Peña, they suggest that a lack of context is not only political, but linguistic: Particularly, English learning in English teaching divides one territory, that of the teaching practice, into the subjects' bodies, on one side, and their geographical location, on the other (Ubaque-Casallas & Castañeda-Peña, 2021). First time teaching foreign language effectively will involve the student-teacher field and students. English is a subject to be taught, but, most importantly, learned, depending on interest, which may be economical, or cultural, or completely absent (Menard-Warwick, 2014; Pennycook, 2007). Overall, the sample signals that Identity of English teachers is conflicted in terms of legitimacy and the strategies one might follow to teach the language to students while being non-native speakers.

1.2.5. efl teacher identity in chile.

In the case of Chile, the implementation of a standardised system through policies such as LGE, regulations like Marco de la Buena Enseñanza, and tests like SIMCE have had a role in determining the success of school projects and even closing schools due to their lack of competence. They have to adapt to an accountability education system of management and enterprise that asks what can not be given under certain circumstances and contextual factors (Sisto, 2011; Sisto y Fardella, 2011; Verger y Normand, 2015; Verger, Zancajo y Fontdevila, 2016). In the Chilean education system, schools are divided into municipal and private, the latter being the most privileged, the ones with the best scores, and the ones who get, in exchange, more freedom and social credit. Teachers think that the Ministry is trying to make the students excel without retaining any of the knowledge their certifying. As professionals, they feel the policies are taking their autonomy and authority away from them, disregarding

the teachers' own perspective of school dilemmas (Venegas Traverso, 2020). It is theorised that this is a consequence of the implementation of the neoliberal ideology into public policies, creating a voucher system, with economical status being the main goal; not learning (Verger & Normand, 2015).

One of the main concerns related to the above is that the curriculum does not seem to worry about the actual context of the schools, usually total predicament, occurring inside the classroom and the community. This is a particular concern for EFL teachers in Chile, since the policies make their subject negotiated in terms of high academic standards, that are measured once and then forgotten, instead of acquiring the language or even having some motivation towards learning or socially interacting in class (Salinas, 2017). Situations at home and absence of motivation towards the class because of the precarious conditions in the social and education contexts lead to indifference, rebellion and violence. These conditions leave teachers with a lack of support. Furthermore, educational demands turn into bureaucracy and a non-coherent EFL national curriculum, diminishing teachers's sense of self. Weakened teachers' Identities end up in the midst of frustration and resignation, leading to attrition, burnout, and drop out. This is also a due to investigation, since many pieces of research have covered aspects of the body of work above mentioned, like pedagogical practices, linguistic concerns, Identity of teachers or accountability, but not as many have dealt with the body as a whole (Barahona, 2015; Barahona & Ibaceta-Quijanes, 2019; Salinas, 2017; Figueroa Catepillán & Márquez Segovia, 2013; Salinas & Ayala, 2017).

1.3. Research Problem

The Identity of teachers is an area of study that we can characterise as vast and multidisciplinary. The literature goes from psychology-oriented accounts to sociocultural and phenomenological definitions of what, in essence, makes someone understand themselves and be understood by the community as Teacher. What the authors seem to agree with, is that Identity is not about what one is, but about one *is being*.

Similarly, when it comes to talking about English language teacher Identity, many factors come into play that are not only related to individual and social phenomena, but to the nature of the subject: multifaceted, individually performed, yet a socially constructed and shared phenomenon. Teaching a language is not only about teaching its syntax, but also about teaching its literature and cultural customs. This brings about cultural and political issues to the fore, as English has become a *lingua franca*, a tool for ideological and cultural domination (Van Dijk, 1993). The Identity of an EFL teacher is not the same in Chile as it is in any other country. A deeper understanding of the factors involved in EFL teacher Identity in Chile is crucial to make the training of teachers culture and context sensitive.

Now, while there is evidence of the relevance of studying teacher Identity, most studies have been conducted in the “first world”. Only a few have been carried out in less developed countries (Barahona, 2015 in Chile, for example). (Ortega, Molina & Fuentealba, 2014). Still, the precedent studies have demonstrated that Identity representations of foreign language teachers, whether in Philadelphia or Mongolia, affect the disposition of the teacher as well as their practices in the community (Zembylas, 2005; Gedik & Ortaçtepe, 2017).

The vast, multidisciplinary and varied perspectives on the topic, as well as the need to narrow down the view of the field to a more local scale, make it a relevant issue to account for theoretically and empirically.

Just a few reviews have synthesised the literature on teacher Identity. A research paper by Lankveld et al (2016) compares and contrasts literature about university teachers, without much consideration towards student-teachers, or whatsoever to teachers of a foreign language, not even contemplating pedagogy. Another one of the few examples is Teacher educators' Identity: a review of literature, by Mahsa Isadinia (2014), where there is a concern towards pedagogy, but not so much about Identity in terms of teaching English as a foreign language, or contrasted to policies of education.

Similarly, only a handful of studies have approached teacher Identity in Chile, the most relevant authors being Ávalos and Valenzuela (2016). However the valiant effort, they did not focus on EFL teachers. In this regard, Barahona (2015; 2019) has focused her work on accounting for the development of EFL teaching in Chile, yet, her account provides a historical perspective, leaving out theoretical discussions about the way in which EFL teacher Identity has been approached by researchers. Consequently, there are no up-to-date literature reviews that approach the field of EFL teacher Identity with a focus on the Identity of the educators working in Chile.

The present study aims to fill this gap by synthesising the scientific literature available. To do so, a systematic literature review (Lamé, 2019) is proposed to be carried out on a set of empirical studies published between 2001 and 2021 on the Scopus, Scielo and WoS databases.

A review question has been put forth in order to lead the elaboration of this systematic review. The question is the following:

What is the level of update in relation to EFL teacher Identity, especially in Chile?

To answer this review question, the following objectives have been put forth:

General objective.

- To review and synthesise the empirical literature on EFL teacher Identity, especially in Chile, published between 2001 and 2021.

Specific objectives.

- To select a sample of empirical studies with corresponding back up studies, both published between 2001 and 2021 that address the topic of EFL teacher Identity.
- To analyse the studies from a methodological and content perspective.

Chapter II

Methodology

This study aims at reviewing and synthesising the literature on EFL teacher Identity construction. The present chapter provides a detailed description of the methodological design, instruments, procedures and analysis conducted in order to achieve the objectives of the review.

2.1. Methodological Design and Data Selection

A systematic review of the literature is a type of bibliographic research that attempts to gather empirical evidence to answer a specific research question. It follows systematic methods to ensure validity and reliability (Gough et al., 2012). According to Lamé (2019), systematic literature reviews “treat the literature review process like a scientific process, and apply concepts of empirical research in order to make the review process more transparent and replicable and to reduce the possibility of bias” (2019, p. 1634).

The most relevant characteristics of a systematic literature review are:

- a) Explicit literature research question (or review question)
- b) Clear inclusion and exclusion criteria
- c) Clear research report’s locations (e.g. databases)
- d) Ensure trustworthiness of data extraction, processing and analysis
- e) Interpret results considering limitations, and further study considerations.

(Lamé, 2019)

In order to ensure trustworthiness, the present literature review used the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (see, appendix, fig.1). PRISMA is “an evidence-based minimum set of items for reporting in systematic reviews and meta-analyses” (PRISMA website, 2022). This instrument has become a standard tool to conduct systematic reviews as it provides clear and standardised criteria for reviews elaboration (Lamé, 2019).

Using the PRISMA 2020 items set guidelines, a systematic review of the literature was conducted on empirical articles.

The searches were conducted on the Web of Science, Scielo and Scopus databases. These databases were chosen because they include articles that undergo rigorous selection criteria.

The searches output 56 articles covering the period that goes from 2001 to 2021. This time frame was chosen to give the review a comprehensive perspective.

The search process in the WoS, Scielo and Scopus databases included the following terms and filters:

- Topic: Teacher Identity, EFL teacher Identity, Identity of teachers in Chile, ESL teacher Identity, novice teacher, teacher training and English teacher Identity.
- Field: Education
- Type of document: Empirical articles
- Time frame: 2001-2021
- Language: English or Spanish language

The syntaxes used in each database are the following ones:

a) scopus syntax.

((TITLE-ABS-KEY (teacher AND identity) AND PUBYEAR > 2010) AND efl OR tefl) AND (chile) AND (LIMIT-TO (DOCTYPE , "ar"))

b) wos syntax.

(2009-2021

Teacher* (All Fields) and identit* (All Fields) and EFL (All Fields) or ESL (Author)

c)scielo syntax.

(2006-2021

(((((teacher identity)) OR (identidad docente)) AND (Ingles) OR (English) OR (EFL) OR (ESL)) AND (chile)

After the database screening process, a first set of 56 articles was downloaded, as already stated. A second sorting process was conducted in order to make sure that the topic of the articles corresponded to that of teacher Identity. Consequently, a blindfold revision was conducted. To do so, the articles were uploaded and sorted using Rayyan.ai™ (fig. 2), an online peer review software that allows blindfold text selection and reviewing. To ensure validity, the screening process counted with the second blindfold revision of an expert. The acceptability rate of coincidence between the researchers was set to 70% in order to ensure inclusion validity. The number of articles was narrowed down to 22 after this second process.

It should be noted that, while 22 of the articles to be mainly considered were empirical, 7 more articles were considered in the summatory, as they were also included in the database searches and the review in order to back up the empirical evidence on the subject.

Since the objective of this review is to inquire on the current status of teacher Identity research, the criteria for inclusion and exclusion of articles was first keyworded into content related to Chile, teachers, teachers of English and Identity. In depth criteria for the selection of the articles was that their content added relevant or helpful information to the dimensions of teacher Identity, particularly to pre-service, novice and recently inducted teachers of English in Chile, in order to help configure analysis of teacher Identity as preparation for induction, as well as a reflection on the final process of becoming a teacher. Common themes such as education policies, relations of power in education, society and language, teacher Identity methodologies, the training of teachers and school scenarios were assessed as relevant to the work.

2.2 Data Processing and Analysis

The articles were analysed using thematic analysis (Braun & Clark, 2006). Thematic analysis is widely used in qualitative research and can be defined as “a method for identifying, analysing, and reporting patterns (themes) within data” (Boyatzis, 1998; in Braun & Clark, 2006). This method was chosen as it allows for the identification of themes with a deep level of interpretive associations among recurring topics.

To conduct the analysis, the software Atlas.ti™ was used (fig. 3). Two analysis processes were conducted. The first one focused on recurring themes in the articles, while the second focused on recurring methodological aspects. Each analysis involved two coding stages: an open coding stage to identify recurrent concepts, and an axial coding stage in which meaningful relationships between the themes were established (Charmaz, 2008). An expert conducted a revision of both, the open and axial coding, to ensure internal consistency and validity.

The level of detail of the coding process was high, as almost every sentence produced a different code, resulting in a total of 2259 codes in the open coding. The axial coding output 30 codes per bottom last-division unit. The axial coding was elaborated using Microsoft PowerPoint™ for better visualisation of codes and relations (example in fig. 4, subdivided for each subgroup).

Chapter III

Results

The aim of the present study is at systematically reviewing the literature on EFL teacher Identity, with a focus on teacher Identity construction in Chile. In order to accomplish that objective, 22 empirical articles and 7 non-empirical studies related to teacher Identity were retrieved from the WoS, Scielo and Scopus databases. The study demanded a thematic analysis to be carried out in order to identify the most relevant themes dealt with in the literature. The present chapter presents the results obtained from the analysis. Next, you will find a discussion based on the literature available.

This chapter presents the results in a deductive manner, so a general overview of the findings will be presented first, and then the specific results will be presented.

3.1. Overview of Results

An overview of the results in examining the 22 empirical articles on Identity and teacher Identity are presented here considering their publication year, data location, research foci, and research methods used. Table 1 below summarises the results:

Table 1 *Overview of results. Empirical Articles.*

REF.	PUB. YEAR	DATA LOC.	RESEARCH FOCI	RESEARCH METHOD
Arellano-Ve ga, J. et al.	2021	Chile	University teachers (healthcare), teacher motivation,	Quantitative, questionnaires

			professionalism, student-teacher bond.	(OCQ and Teaching Practices Questionnaire), 319 teachers answered.
Carrasco Aguilar, Luzón y López	2019	Chile	Accountability, precarious conditions, challenges, teacher Identity, community, teacher motivation, goals, critical thinking, burnout, professionalism	Qualitative, Focused interviews (22 participants), focus groups (4).
Luna Figueroa	2015	Chile	Accountability, inclusion, exclusion, policies, teacher and students precarisation, student identities, student / teacher bond, the classroom context, Identity, the school community, responsibilities, NEE, teacher motivation, professionalism, teacher collaboration, student rebellion, students' interests (negative)	Qualitative, observation, interviews (group and individual)
Sisto	2012	Chile	Professionalism, precarisation, accountability, teacher Identity, standardisation, policies, self-efficacy, responsibility, motivation, the school context.	Qualitative, interviews, discourse analysis, narrative
Ubaque-Casallas	2021	Colombia	Colonialism, Autonomy, language, EFL teacher Identity, agency,	Qualitative, narrative research,

			context, gender, epistemology, non-native speakers, beliefs, student/teacher bond, goals, context, self-efficacy	also Atlas.ti
Chavez, Faure & Barril	2021	Chile	Identity, training, practicum (training), teacher Identity, epistemology, professionalism, beliefs, context, culture, university	Qualitative, discourse analysis, single case study, interviews
Tonna & Calleja	2021	Malta	Student/Teacher bond, professionalism, precarious conditions or precarisation, training, motivation, teacher Identity, culture or culturality, epistemology or psychological and social factors, beliefs, self-efficacy, challenges, context, autonomy, goals, accountability, responsibility, rebellion, emotions, the school	Online Questionnaire (open-ended questions), thematic analysis
López Gándara	2019	Sevilla	Discrimination, inequalities, language, gender, non-native speaking condition, culturality, EFLT/ESLT, epistemology, emotions, critical thinking, colonialism, goals.	Qualitative and quantitative (mixed), inductive and deductive (mixed) and inductive respectively.

Macías, Hernandez & Gutiérrez	2020	Colombia	Teacher Identity, training, professionalism, epistemology, community, collaboration, the school, EFLT/ESLT, language	Qualitative, narratives (from first to final year)
Cetin & Eren	2018	Korea/Turkey	Teacher Identity, goals, beliefs, professionalism, self-efficacy, burnout, agency, the classroom, motivation, student/teacher bond, policies, epistemology, context, Identity, emotions, training, collaboration, autonomy, accountability, community	Quantitative, explanatory correlational research design, Correlation, hierarchical regression, and structural equation modelling analyses
Alvarado, Neira & Westmacott	2019	Chile	Pre-service teachers (training), professionalism, teacher Identity, training, Identity, EFLT/ESLT, student-teacher Identity (training), agency, the classroom, collaboration, university, emotions, students' interests	Qualitative, workshop, action research approach, deductive and inductive
Ostad, Ghanizadeh & Ghanizadeh	2019	Iran	Identity, professionalism, teacher Identity, the school, emotions, EFLT/ESLT, training, goals, motivation	Quantitative and qualitative (mixed), questionnaires and interviews, Maxqda analysis

Barahona & Ibaceta	2019	Chile	Training, EFLT/ESLT, collaboration, teacher Identity, professionalism, practicum, context, community	Qualitative, case study, descriptive, coded in Atlas.ti
Levitan, Mahfouz & Schussler	2018	Non-stated	Identity, teacher Identity, epistemology, the classroom, motivation, emotions	Qualitative, case study, interviews
Charbonneau-Gowdy et al	2016	Chile	Technology, EFL/ESL teaching, teacher Identity, social media, Identity, inclusion, motivation, epistemology, collaboration	Qualitative, ethnographic, PAR (participatory action research), case study, e-reading
Menard-Warwick, Palmer & Heredia-Herrera	2013	Chile-California	Training, teacher Identity, language, culturality, technology, EFLT/ESLT, epistemology, Identity, non-native speakers	Case studies, chat exchanges, discourse analysis, journals
Menard-Warwick	2010	Chile	Culture, teacher Identity, language, EFLT/ESLT, epistemology, non-native speaker, Identity, context, students' interests, student/teacher bond, training, critical thinking, technology	Life history interviews

Charbonneau-Gowdy & Pizarro	Non-stated.	Chile	Critical thinking, technology, training, teacher Identity, epistemology, agency, social media, challenges, students interests, Identity, inclusion	Qualitative, ethnographic, longitudinal case study, blog, interviews, written reflections, field notes
Charbonneau-Gowdy & Salinas	2017	Chile	Training, EFLT/ESLT, social media, collaboration, technology, culturality, professionalism, Identity, challenges, inclusion, epistemology, teacher Identity, context, agency, goals, community	Qualitative, action research, ethnographic
Barahona	2015	Chile	Epistemology, culturality, language, training, EFLT/ESLT, inclusion, practicum (training), university, school, Identity	Qualitative, CHAT, ethnographic, interviews, observation, self-reflection reports, group discussions
Menard-Warwick	2009	Chile-California	University, EFLT/ESLT, culturality, context, students' interests, training, inclusion, language, the classroom, Identity, epistemology	Qualitative, interpretative case studies, observation, interviews

Charbonneau-Gowdy et al	2015	Chile	Social media, technology, Identity, training, EFLT/ESLT, university, inclusion, collaboration, epistemology, challenges, accountability, policies, language	Qualitative, ethnographic, guided e-reader program, social media peer tutoring, participatory action research (PAR), case study
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As noted before, 7 non-empirical articles were included in the summatory in order to consolidate the empirical evidence. They are presented as follows.

Table 2. *Overview of results. Non-Empirical research.*

REF.	PUB. YEAR	DATA LOC.	RESEARCH FOCI	RESEARCH METHOD
Venegas Traverso	2020	Chile	Identity, Teacher Identity, Accountability, Self-efficacy, Responsibility, the school context / community, student precarisation, teacher and students' motivation / challenges, professionalism, gender, discrimination, inclusion.	Systematic, qualitative review with primary sources
Salas Guzmán	2016	Mainly Chile, Costa Rica as	Gender, inclusion and exclusion, discrimination, policies,	Conceptual / Commentary article

		example, Latin America, worldwide	responsibility, students' interests, critical thinking, teacher formation, Identity, family, school and university, language.	
Ávalos	2010	Worldwide, but centred in Chile and Latin America.	Teacher Identity, professionalism, accountability, responsibility, agency, self-efficacy, Identity (beliefs, emotions), culture, the psycho-social, motivation, the school context, induced teachers (formation), student / teacher bond (negative) / families / community, rebellion, precarization, the school context, burnout.	Literature review
Arcos	2006	Chile (Universidad Austral), quotes an example from the USA and speaks internationally.	Gender (women), exclusion and discrimination, university teachers, culturality, Identity, responsibility (of the educational system).	Exploratory (they investigated the curriculum), checklist.
Cuadra-Martínez	2021	International - Neutral	Professionalism, teacher Identity, formation, Identity, self-efficacy, school and university contexts, critical thinking, emotions, collaboration, psycho-sociology, beliefs, motivation, culture.	Qualitative, systematic review (cochrane method)

Barahona	2019	Chile	Teacher Identity, language, EFLT/ESLT, non-native speakers, accountability, psycho-social, culturality, self-efficacy, professionalism, motivation, the school, precarisation.	Exploratory, Qualitative and quantitative (mixed), Online survey (open-ended questions), they used Atlas.ti
Öztürk	Because of language limitations (it was in the turkish while having a section in english), only the summary of the article was consulted and no more information could be retrieved.			

3.1.1. publication year.

Contemplating a total of 29 pieces of research, in terms of publication year they assimilate as follows. 6 articles were published in 2016, 5 in 2021, 3 in 2015, 3 in 2016, 2 in 2020, 2010 and 2018, and just 1 in 2017, 2012, 2009 and 2006.

The duration of the studies varied from 2019 to 2020, March to December in 2012, 2003 to 2004, February to July in 2017, 4 months between 2004 and 2006, from October to December in 2014, from August to December in 2016, 2015 to 2016 in two phases, 2004 to 2006, and 2013 to 2014, with some unspecified range of 5 months of data collection, 10 weeks and 16 months each. One study considered a spectre of review from 2000 to 2020.

3.1.2. data location

The geographical location of the studies is primarily Chile, with a majority of 16 studies. There were 2 studies in Colombia and 2 in Turkey. 2 studies focused both in Chile and

California, and 2 studies had an international range but centred in Chile and Latin America. Sevilla (Spain), Iran and Malta were studied once. 1 study could not be tracked, and there was 1 purely international study, or neutral in terms of location: *Identidad profesional docente en la formación universitaria: una revisión sistemática de estudios cualitativos*, by Cuadra-Martínez et al.

3.1.3. research foci

The most common thematic focus in the articles was “Training”, which was present in 22 of the articles, whether as pre-service teacher, teacher during practicum, or about training itself. Second, we have “Identity” and “teacher Identity”, this being in the context of conceptualising Identity theoretically, mostly from the Vygotskian-*esque* sociocultural and psychosocial perspectives, with a number of 19 articles. Professionalism appears in 16 articles, considering the teacher profession, their professional Identity and its dichotomies. “Motivation” and “EFLT/ESLT” come next, with presence in 13 articles each. “School” and “culture” or *culturality* are included in 12 articles, the latter considering culture, interculturality and pop culture. “Context” was present in 11 articles, and “language” in 10. “Accountability”, “Collaboration”, “University” and “Inclusion” were adopted by 9 articles, while “Emotions”, “Self-efficacy” and “Social Media” were to be seen in 8 of them. 7 articles considered the “community” aspect, “responsibility” (usually of teachers), “precarisation”, “student/teachers bond” and the “goals” of the subject. As for “Beliefs”, “Challenges”, “Agency”, “Critical Thinking” and “Students Interests”, they all had 6 inclusions in the sample. As to “Classroom”, “Discrimination/Exclusion”, “Gender” (which includes diversity and women), “Non-Native Speakers” and “Policies”, 5 articles made each prominent. 3 pieces or research centred on “Autonomy”, “Burnout” and “Rebellion”, 2 on “Colonialism” and

“Family”, and only one on “Inequalities” *per se*, “NEE”, “Standardisation” as a sub group and the “Students’ Identities”.

3.1.3. research type and method.

Most out of the group of articles, a number of 19, had a qualitative approach. Yet, there were 4 purely quantitative articles, and 3 mixed methods of research of both qualitative and quantitative. There were also two articles which do not apply to this sub categorisation of method: one conceptualise/commentary, and one purely non-qualitative review.

The most predominant research resource in the sample was the interview, with 10 studies incorporating individual or group interviews. Case study was the second most prominent method used in the research, present in 8 of the articles. From then on, almost every type of methodical tool was used one, two or three times, including reviews, questionnaires, focus groups, discourse analysis, narratives, checklists, thematic analysis, surveys, workshops, journals and written reflections. It is worth mentioning that the previous methods were mostly used by qualitative research, while quantitative research may have used questionnaires and surveys, but mainly occupied data analysis, for example the ones provided by Maxqda and correlation. It is also worth noting that the articles sometimes used internet tools, such as e-readers, chat exchanges and blogs. Last but not least, two of the articles used Atlas.ti in their analysis.

3.2. Results by Thematic Subcategory

3.2.1. training.

This category is the most frequent, with 21 out of the 29 articles. This category deals with student-teacher training related to teacher Identity construction in the universities and/or apprenticeships, workshops, etc., as well as their interventions in schools as pre-service teachers (Cetin & Eren, 2018; Nguyen y Loughland, 2018; Cuadra-Martínez, Castro-Carrasco, Oyanadel & González-Palta, 2021). It may be highlighted in the group, that the sample centres the discussion of initial teacher training education factors in collaboration between tutors, mentors and colleagues, practicum and the relation between the school and the university, and helpful tools such as e-readings and blogs (Yang, 2013, 2014). The most frequent and only subcategory of studies within “training” is collaboration with 9 out of the total sample. This subcategory refers to the group work inside the school of practice and outside sources of help for student-teachers during their training. It proposes that collaborative work may induce better outcomes for student-teachers during their process of becoming professionals (Barahona & Ibaceta-Quijanés, 2019).

3.2.2. identity.

This family is the second most prominent. It was present in the articles 19 times, as well as in 2 big sub families of categories, which have their corresponding sub groups. This category deals with the issue of concepts and theory in teacher Identity to present the rest of the study, so we can deduce from it that the current research’s introductions usually centre on the discussion of overall teacher Identity factors, and factors about Identity in general, such as

Identity composition, theoretical definitions and conceptual mechanical factors (Bakhtin, 1981; Vygostky, 1978).

3.2.3. teacher identity.

The most frequent subcategory of studies within Identity is teacher Identity, with 19 appearances. This subcategory refers to the characteristics of Identity specific to teachers. It proposes that emotions, beliefs, motivation and factors alike have a fundamental incidence on the actions taken in the classroom (Bandura, 1986; Maloch et al., 2003; Rokeach, 1968). It is then subdivided into the next categories: agency (with 6 appearances), autonomy (appears 3 times), beliefs (6 times), burnout (3), emotions (8), responsibility (7 times), self-efficacy (8), goals (7), motivation (13), professionalism (16) and challenges (6).

Professionalism, being the most prominent one, is to be defined next, as the characteristics and concepts pertaining the professional areas of being a teacher refer to the professional Identity of teachers separate from other areas of teacher Identity, such as the personal (Mahmoudi-Gahrouei, Tavakoli & Hamman, 2016; Schepens, Aelterman & Vlerick, 2009).

Motivation is the second most prominent subgroup of the sub family of teacher Identity. It relates to the factors that have a positive impact on the construction of teacher Identity, promoting strong and stable identities (Franco, Vélez & López, 2018; Flores, 2017). Motivation can be extrinsic, intrinsic and/or altruistic, but it is not necessarily positive, for example, when intrinsic altruistic motivations of teachers result in their exploitation as workers (Watt et al. 2012; Seidmann, 2015).

Third we have self-efficacy, which deals with the sense of success among teachers, no matter if realistic or as defence from responsabilisation (Covarrubias & Mendoza, 2016; Hernández et al., 2017). It is important to note that self-efficacy happens centrally and not on the extremes of the profession in terms of age. Somewhat experienced teachers have a better sense of success than -both- novice teachers and people way too experienced being a teacher (Covarrubias & Mendoza, 2015; Cisternas, 2016).

In the same amount of appearances, emotions place a consideration on teacher Identity, with emotions and affective factors being determinant to relations within the classroom context and determining the learning process, particularly with language and cultural learning (Hargreaves, 2001; Isenbarger & Zembylas, 2006; Alvarado, Neira & Westmacott, 2019; López Gándara, 2019).

Responsibility comes fourth in terms of prominence, highlighting the aspect of social blame in teacher Identity, and amongst the community, in the contemporary perspective of numbers, competition and standardisation, where the teacher is centred as guilty of the quality of education and results of their students, while teachers argue that students are not prepared to learn because they do not have the “family background”. Indifferent conflict for the government measures, usually resolved when the subsidised schools are closed (Venegas Traverso, 2020)

Goals are also an important concept related to teacher Identity, since the attainability of these has an impact on the strength of teacher Identity, while the education system makes goals their basis (Sachs, 2001; Cetin & Eren, 2018; Venegas Traverso, 2020).

Challenges come in the same number of appearances as beliefs and agency in the samples. Challenges are the opposite of motivations, they are mostly non-abstract and are meant to make the process of teaching and learning more difficult, although they are not necessarily demotivating in the process (Venegas Traverso, 2020). Preparation for conditions while teaching at school, rebellious students and decontextualised policies are examples of challenges (Torrego & Moreno, 2003; Gentili, Suárez et al., 2004; Avalos, Cavada, Pardo & Sotomayor, 2010). Beliefs are non-prejudicial preconceptions about the context, Identity, the community, the profession, etc. (Richardson, 1996), and they may influence action and decision-making in the classroom. (Bandura, 1986; Maloch et al., 2003; Rokeach, 1968). Agency is meant to describe the relation of action and activity in the contextualised practice of teaching. It is the abstraction of teaching as a measurable dexterity of the teacher, conditioned and influenced by the context. In other words, it is people's ability to make choices, to take control, self-regulate, and thereby pursue their goals as individuals leading potentially to personal or social transformation (Duff, 2012).

Last in terms of teacher Identity, the sample highlights burnout, which is the consequence of an excess of stress in opposition to working capabilities. Burnout may weaken identities to the extent of leading to teacher attrition and desertion. (Butler, 2007; Kunst et al., 2017; Nitsche et al., 2013; Parker et al., 2012; Runhaar et al., 2010).

3.2.4. student identity.

The second and last subcategory of Identity is student Identity, meaning the specific arenas in which the student is of relevance to the study. The present study and sample of articles do not consider student Identity in its own terms, but rather in terms of teacher Identity confronted to some extent to students and the academic bond they form influencing the affective quality of their educational interaction.

Subgroups of this are precarious Identity of students, with 7 appearances, students' rebellion (3), their interests and how to foster them (6), the bond between them and teachers (7), and technology and social media (8).

Technology and social media is the most prominent sub category of the sub family of student Identity. Several studies have argued the importance of technology and social media in the interest of students, to empower their identities and/or help them level their knowledge accordingly (Charbonneau-Gowdy et al., 2016; Darvin & Norton, 2015; Weiman, 2006; Thorne, Black, & Sykes, 2009; cf. Egbert et al., 2009).

Both precarious conditions and the bond between students and teachers have 7 articles where they were explicitly present. Precarious conditions are described as a situated force of incidence in both identities of teachers and students, and their bond. It problematises the teaching and learning processes. Examples of these are rebellion, which makes the interest of students lead towards other activities instead of paying attention to the teacher, as referred in a study, causing aimless efforts of the school to catch their attention, like providing topics of their generational interest during classes and movies (Luna Figueroa, 2015). The bond of students and teachers has been noted to have an incidence on teacher Identity in both the positive and the negative, affecting social perception of self-efficacy. For example, in one of the studies of the sample a teacher was respected by the administration, but was not necessarily someone who addressed the learning process of their students; she rather focused on two or three students to succeed (Luna Figueroa, 2015).

Students' interests are the next category, which, as it has been displayed just now, is problematic too. Students may have interest in a particular item outside the school, but inside the school it could be more interesting to rebel, even if it means to discard the same exact item

(Luna Figueroa, 2015). Empowering the students' identities is the most highlighted among the sample of articles, considering the utility of the subject taught and the tools to enhance the class and interaction (Araniva, Araniva & Santos, 2012).

Rebellion is the least highlighted area, with only 3 article appearances. It is described as dangerous, since it may lead to indifference, violence, and an overall devaluation of the lesson taught. The research explains that students learn to disregard the class, even if they are taught something that should interest them, because of the futility of school to their own social conditions, family and status around their classmates (Luna Figueroa, 2015).

3.2.5. community.

A small group in terms of the articles that considered it, community was 7 times present in the sample. The community plays the role of being an influence on the teacher and the students, and providing -or not- the conditions for learning and teaching; sometimes responsible for failure or success, sometimes makes the teacher responsible (Venegas Traverso, 2020). Community considers all sorts of agents involved: colleagues, the school administration, tutors, and families. Yet, only families were highlighted by the sample as a concrete communitary subgroup influential to teacher Identity, appearing twice. This is based on the articles' argument that the conditions presented by the family are previous to the teaching process and may be crucial for learning to be achieved (Carrasco Aguilar, Luzón & López, 2019).

3.2.6. context.

Context and contextual factors pertaining teacher Identity appeared in 11 articles, making it the fourth most prominent group. Context is here attended as scenery of the teaching practice as well as the administrative institutions that have an influence on training and teaching. Therefore, the university, subgroup appearing in 9 articles, mediates the practicum of the trainee between the university and The School, subgroup of 12; and the context of the Classroom, subgroup of 5, is where the final product is defined. The university teacher does not only act as tutor, but also as a teacher of their own, with difficulties such as dedicating more time to research than to teach, watching their teacher Identity become weaker because of their shared status in the university context – a community of colleagues and administrators (Arellano-Vega et al., 2021). In a similar manner, the school does not only act as receiver of the student-teacher practicum, but also as co-participant, inside and outside of the classroom experience. This group work can be both diminishing and uplifting of teacher Identity, since it means more work hours for the supervisor, but it perfects the teacher to be, with tools and experience (Castellanos, 2004; Díaz, 2013; Cuadra-Martínez, Castro-Carrasco, Oyanadel & González-Palta, 2021).

3.2.7. accountability.

With presence in 9 articles, accountability was one of the midway to least prominent concepts in the sample. It stands for the recent implementations in Chile, Latin America and the world, of political and bureaucratic strategies to improve the quality of education through a system of competition and results (Alfonso, 2016; Dutercq, 2016; Parcerisa y Verger, 2016; Barahona & Ibaceta-Quijanes, 2019). It also involves the resistance or adequacy of every

specific instance of education by teachers worldwide (Avalos, Cavada, Pardo & Sotomayor, 2010; Weber, 2007; Lomnitz & Melnick, 1991; Núñez, 2007). Consisting of punishment, such as closing schools, mostly public, because of low results in standardised tests, and rewards, such as new career options and better salaries for teachers (Sisto, 2012; Aguilar, Luzón & López, 2019), it is considered a neoliberalisation of the educational system and is argued to deny the autonomy of teachers dealing with particular contexts obscured by accountability (Verger y Normand, 2015; Giroux, 1992; Sisto, 2011; Sisto & Fardella, 2011; Verger & Normand, 2015; Verger, Zancajo & Fontdevila, 2016).

Accountability considers two subgroups. The most present is policies, which appears in 5 articles. Policies are described in the sample in terms of the options teachers have in the new scenario, strategies they could adopt and consequences they should fear. They are the patent manifestation of accountability, the documents to be consulted and the challenges to prepare, such as the SIMCE test, the LGE and the Marco para la Buena Enseñanza (Aguilar, Luzón & López, 2019). These are contested by teachers who do not see improvement in their own classroom when applying these practices, yet are adopted by teachers who do (Aguilar, Luzón & López, 2019).

The second, least prominent subgroup of accountability is standardisation, only mentioned fully in one article. The concept of standardisation refers to the abstract design behind the above-mentioned policies and the bigger structure of accountability. Teachers conclude that the policies assumed tend to standardise education while not considering the specific and particular realities of every classroom context. In such a manner, only students, teachers and schools that fit the standards will live up to them, leaving the rest behind or trying to adapt to the model helplessly (Esteve, 2006; Sisto, 2011; Thomas & Davies, 2005; Wittmann, 2008).

3.2.8. epistemology.

The epistemology subcategory was present throughout the sample, as it corresponds to the theoretical notions and approaches that each study was based on. Prominent is the presence of the epistemological perspective of the teacher profession as proposed by theories that range from Vygotsky, Bakhtin and Bourdieu, to Zabala, Norton and Van den Berg. These authors argue that Identity is socially constructed, while being mediated through perception and emotion (Bakhtin, 1981; Vygotsky, 1987; Van den Berg, 2002; Zabala, 2016; Norton, 2013, 2017; Bordieu, 1991; Darvin & Norton, 2015). The category involves 5 subgroups: language, which appeared in 10 articles; culture (12); colonialism (2); teaching English as a foreign, second, non-native target language (13); and the non-native speaker condition of international, Latin American and Chilean teachers (5).

Language was mostly considered in terms of its general and theoretical implications from a sociolinguistic point of view. For instance, in terms of gender, in an empirical article it was offered to unaware participants that English is sometimes asymmetrical (López Gándara, 2020).

Related to the language subcategory is the non-native speaker (5) nature of the EFL/ESL (13) teacher, which was opposed to the native speakers from a colonialist perspective (2) visible through power, status and overall legitimacy distinctions of the non-native teacher in the classroom (Risager, 2007; Kubota, 1999, 2003; Pennycook, 1998; Kumaravadivelu, 2008). It was also stated that native speaking teachers deal more with the pragmatics of the English language, while non-native teachers with grammar (López Gándara, 2020). And there was a description of the logic of colonialism according to this dichotomy, particularly in terms of cultural (12) instruction, reducing the perspective of the English language culture to an overview of safe topics (Mignolo, 2010; Sercu, 2006). Instead of

proceeding this way, the sample considered pop culture to foster the students' interest in acquiring the target language (Menard-Warwick, 2011).

3.2.9. critical thinking.

Finally, the least prominent category to be mentioned in the articles was Critical thinking, contemplating subgroups as the following: discrimination and exclusion (5), gender issues (5), inclusion and diversity (9), inequalities (1) and students with special needs (1). Critical thinking was described as a goal that should be attained and yet could not be taught according to theory. On one hand, it was highlighted as fundamental for teachers to form proper citizens, while necessary for a society to be democratic. On the other, it was insisted that students form their own opinions and that they are born with critical thinking. Critical thinking cannot be taught, but rather put into context in the classroom (López Gándara, 2020; Wurzeil, 2012).

Inclusion and diversity was the most prominent subgroup, mentioned in 9 articles. It considers other subgroups, like gender and students with special needs, but specifically deals with the urge highlighted by the studies to promote a democratic and pluralistic society and educational system (Macedo, Dendrinis and Gounari, 2005). Meanwhile, gender (5) meant to portray women and sexual diversities in their clash against phobias and patriarchy (Schmelkes, 2004; Hierro, 2003; Subirats, 1998; Feiner, 2006; Arcos et al., 2006). Students with special needs (1) was only mentioned as example of exclusion in the classroom, comparable to sexual phobias, with mental problems as a possible outcome of sexual phobias (Salas Guzmán & Salas Guzmán, 2016; Ferrándiz, Generelo y Gómez, 2012). Discrimination and exclusion (5) were present in the articles so as to define the negative practices, particularly exemplified by a

university in Chile, sometimes calling them inequalities (1), as well as to correct inadequate practices, when teachers should be creating the correct ambiance for learning: democratic and diverse (Salas Guzmán & Salas Guzmán, 2016; Coronel, 2001).

3.3. Methodology

The articles presented mostly empirical research, which is understood as any type of research where the conclusions of the study are drawn only from observable data. It means research conducted, and conclusions reached, through observation and documentation, which in conclusion may be qualitative or quantitative and it might recur to analytical tools, like surveys, questionnaires or interviews. (Simon, 1969).

3.3.1. exploratory.

This kind of research was present in 4 of the articles in the sample. Exploratory research is a type of research used to address a problem which is not defined *a priori*. Exploratory research is useful for revealing an improved understanding of the pre-existing issue, while not providing definite conclusions as result. The researcher begins his project with an overall idea and uses this type of research as a way to identify problems that may be the aim for future research. (Swedberg, 2020).

3.3.2. hybrid.

The articles presented 6 examples of hybrid or mixed research types, including conceptualise/commentary and empirical, exploratory and empirical, and conceptualising and reviewing. According to Creswell, Plano Clark, Gutmann & Hanson (2003), this happens

because the purpose of the study usually claims for different approaches to research at the same time, particularly in social research. There are different challenges, different purposes of study present to different types of research, which this type of research is keen to handle (Creswell, Plano Clark, Gutmann & Hanson, 2003).

3.4. On Research Methods

If empirical, research methods are divided into qualitative and quantitative research, which, in turn, will use different methods and tools: observation / participant observation, surveys, interviews, focus groups, experiments, secondary data analysis, etcetera (Kowalczyk, 2016). Reviews can also be qualitative to an extent, naturally when mixed with empirical studies or somewhat hybrid.

3.4.1. qualitative.

19 articles out of 22 empirical articles were of a qualitative nature. Qualitative research method is utilised to describe the type and characteristics of a particular subject while interpreting and attempting to understand an event or process. This method enables the researcher to textually explain their findings. Through the qualitative method, you do not quantify results with statistical procedures, but rather draw a mental image of the findings (Powoh, 2016).

3.4.2. quantitative.

2 articles were purely quantitative, with some authors arguing that a quantitative approach would not be pertinent to the subject of study. Quantitative approach centres on

numbers to explain findings, meaning that the approach is statistical and excludes vague, subjective or abstract open-ended questions with their corresponding answers. It is used to investigate the relation between variables (Creswell, 2003).

3.4.3. mixed.

3 out of the 29 were empirical articles with mixed methods. Mixed method joins qualitative and quantitative research methods into one. The attempt of mixed methods, just like the hybrid type of research mentioned before, is to cover as much of the subject of the study as possible. (Johnson & Onwuegbuzie, 2004)

Chapter IV

Discussion

The present study aims at reviewing and synthesising the literature on teacher Identity, especially that of EFL teachers in Chile. For this to happen, a systematic literature review was performed on 22 empirical and 7 non-empirical articles. A thematic analysis was carried out on the articles. The results indicate that the major themes present in the literature are related to teacher training, the conceptualisation of teacher Identity, the epistemological phenomena, and professionalism, among other less common themes.

The present chapter presents a discussion of the results obtained from the thematic analysis in Chapter III, which is done in the light of the available literature presented in Chapter I.

This chapter is organised as follows: first, the results corresponding to the major categories will be presented, then a discussion of the subcategories will be introduced, and finally, a discussion of the methodology used in the articles will be done.

Research Foci

4.1 Major Themes

4.1.1. epistemology.

Theoretical phenomena, the inner, psychologically constructed, the outer, socially-mediated, and the ethical, decision-making Identity of teachers (Watt et al., 2012) was a major theme in the analysis. The theory obtained from the sample ranges from Vygotsky, Bakhtin and Bourdieu, to Zabala, Norton and Van den Berg, who postulate that Identity is

social, linguistic, perceptual and emotive (Bakhtin, 1981; Vygotsky, 1987; Van den Berg, 2002; Zabala, 2016; Norton, 2013; Norton, 2017, Bordieu, 1991; Darwin & Norton, 2015). From the basis of these postulates, the articles later conclude that aspects such as demotivation of teachers caused by policies (Corbin, 2010), goal-oriented practices in both students and teachers (Barron et al., 2006, p. 137; Elliot, 1999), and teachers burnout, resistance to change, commitment to teaching, drop out, and professional values (e.g. Evers et al., 2002; Ghaith & Yaghi, 1997; Haney et al., 2002; Wheatley, 2002) are actually influenced by their Identity: their beliefs, language, perception and emotions of themselves and their exchange in the classroom, school and university psychological, social, linguistic and educational contexts.

Language was both contextualised in terms of gender (López Gándara, 2020) and non-native speaker or culturally colonised status. But it was also decontextualised and isolated, portraying language as a sole, ideological constituent, rather than exposed to the contradictions of epistemological and cultural situated contradictions (Risager, 2007; Kubota, 1999, 2003; Pennycook, 1998; Kumaravadivelu, 2008). It can be interpreted that both ideological and social portraits of language serve as a guide for actual practices of the EFL/ESL teacher in the classroom, as a warning when dealing with culture, to not incur into the safe topics advised by the curriculum (Mignolo, 2010; Sercu, 2006) but rather challenge and deconstruct pre-assumed notions of Identity through cultural dialogue. This comes to mind if you look at the sample empirically promoting pop culture to foster the students' interest in acquiring the language (Menard-Warwick, 2011), students nowadays disregard the traditional economic interest in learning English and instead pursue cultural knowledge, pop culture and intercultural dialogue.

4.1.2 training.

The category of training was the most prevalent in the thematic analysis, which indicates that the research agenda on teacher Identity links closely the process of Identity construction with the training of EFL teachers. The studies in this category conceptualise Identity from a socioconstructivist approach mostly, followed by the phenomenological paradigm. This implies that “training” is conceptualised as a construction process, a constant becoming, rather than a static phenomenon. In this regard, this idea is reinforced by the occurrence of the subtopic “collaboration” which, again, can be associated with the Vygotskian idea of learning (and becoming for this purpose) with others.

These findings are in agreement with the postulates of Feiman-Nemser and Birkeland (2001, 2012) who propose that “training” is fundamental for trainee teachers to obtain their first glance of the professional perspective of a teacher and their strategies, and to familiarise with the variety of teaching roles and contexts as expected by the community (Birkeland and Feiman-Nemser, 2012). But one may see that, in fact, training and construction of Identity is a never-ending practical process of becoming and transforming. In the words of Macías, Hernández & Gutiérrez: “Teacher Identity construction has no start or end point; therefore, the process of becoming and being a teacher is constantly shifting and is mediated and transformed through the social practice and the active process of learning to teach” (Macías, Hernández & Gutiérrez, 2019). The implications of such a conceptualisation are that initial teacher education is viewed as a milestone in the ever-going “development of the teaching practice through the interplay between personal theories, perceptions of the teacher’s self and social and occupational teaching contexts” (Kreber, 2010).

The subcategory of collaboration is present in most of the current discussion concerning the role of tutors and colleagues, in both the pre-service stage and the professional. As Barahona (2015) suggests, Identity comes from collaboration through problem-solving.

Likewise, these results reflect the ideas of Melville, Bartley, and Fazio (2013), as well as Sutherland and Markauskaite (2012), who believe that teachers' professional Identity is a fragmented, dynamic, multidimensional, changing and intersubjective phenomenon. This perspective on training aligns with the understanding of initial teacher education as a fluid process, emphasising the practicum over knowledge on the subject and teachers as cultural-historical authorities forming citizens.

4.1.3 identity.

This category offers a variety of theoretical propositions about teacher Identity from the stance of Identity, such as Identity composition, theoretical definitions and conceptual constructions, which are the basis for later reflection on teacher Identity itself. The most frequently cited views of Identity formation are the social, cultural, historical and phenomenological, so we can infer that the current research is very much influenced by post-structuralist paradigms. It is interesting to note that the studies by Bakhtin (1981) and Vygostky (1978) conceptualise Identity as "sociolinguistic" (Bakhtin, 1981; Vygostky, 1978), which can be correlated later on with the dilemma of colonisation and non-native speakers having a negative status in the profession, as well as the students' interest in learning English, which has evolved from an interest in profit to the appeal of intercultural learning.

4.1.4 teacher identity.

The category of teacher Identity is in direct relation to the characteristics of Identity when applied to teachers' professional and personal Identity as members of a community in which they have a place both as teacher of a subject and the educator of future citizens. In that sense, emotions, beliefs and motivation have an immediate influence on the actions taken in

the classroom, as Bandura (1986) argues, making the classroom an exchange of emotions, and defining learning as effective only when there is correct disposition of emotions.

Some authors sum the aspects that this correct disposition should have as Conscious Emotional Strategies: To know, to be aware and to understand how one and others feel, and may feel depending on action; to develop emotional dialogue in the target language; to relate and be able to respond to emotions; to make interpersonal contact a matter of emotions being taken into account through a variety of strategies; to use language when anticipating and dealing with emotional conflict; to nurture conversation with enthusiasm and engagement; to set the basic norms and attitudes of a decent emotional exchange, such as putting yourself in the place of others and respecting each other; to recognise personal and others' mistakes and achievements and to respond to criticism assertively. (Based on Goleman, 1996; Dewaele, 2010; Council of Europe, 2001; Nieto Moreno de Diezmas, 2012; Vahedi and Fatemi, 2016; Martínez Agudo, 2018).

Contrariwise, emotional competence defies linguistic approximations to the construction or phenomena of teacher Identity, since it is seen, more often than not, as a cross-curricular competence rather than as a language-related one (Nieto Moreno de Diezmas, 2012: 67).

On a similar line, Solari and Martín Ortega have found Identity to be a professional construct in which the professional Identity of teachers may be defined as the product of an amalgam of ways in which a teacher can contact and relate to others while associating meaning to oneself in his or her labour (Solari & Martín Ortega, 2020). It could be inferred that teachers have a multi membership, in which they are to conduct a variety of functions and

roles, acting accordingly and inside the regulations of the educational and social community; that which makes up the requisite for him or her to be a teacher. To support this argument, Ranson adds that “this ‘grammar’ goes beyond formal properties, to exploring social status positions of the agents. -Style and codes which you access and display- will determine your capacity to gain recognition in the social world” (Ranson, 2008, p. 209), meaning that, in teacher Identity, the best you enact your role and abide to the rules, the best you are as a teacher. In other words, the Identity of the teacher is codified in terms of unvoiced grades, but all in all grades just like those of the students. And to be in the position of a good teacher, one must abide by certain patterns and expectations of act, agency and motivation, contextualised in the administrative, familial and sociocultural communities that dispense the characteristics of the role.

Novice teacher Identity, that is, the Identity of teachers to be formed (Daniels, 2015) involves the problems and epistemological characteristics of the student-teacher in the process of becoming a teacher. They have “foundational identities” (Hattingh & de Kock, 2008) and some authors agree that these identities are confronted with the expected Identity of a fully constructed teacher during their practicum, problematising the relationship between the school in which the practicum occurs and the university (Farrell, 2012; Caspersen & Raaen, 2014; Senom, Razak Zakaria, & Sharatol Ahmad Shah, 2013; Xu, 2013; Newell, 2001).

In EFL/ESL Teaching Identity, there are three areas of conflict. First, it is basically recognised that the teacher must know his or her subject as well as a way to impart that lesson to their students. Yet, subject and pedagogical methodology are conflicted with a variety of sociopolitical issues, specifically in terms of Anglo-Saxon colonisation through language and culture. Such a serious conflict pertaining Identity as well as teaching can be contrasted with, nevertheless, an equally practical issue, the student’s interest in the subject. Secondly,

teachers are held responsible for a varied number of practices and achievements, or the lack of them, but in terms of the EFL/ESL teacher, they are identified as less capable when they are non-native speakers of the target language, which might lead to all sorts of discrimination. Last, the precarious conditions of education affect teachers, and students in their learning outcomes and strategies, making the teaching of English much dependent on the context, whether it is the school conditions or the education system policies, and less autonomous (McKay, 2002; Sisto & Fardella, 2011; Cavieres y Apple, 2016; Reyes, Cornejo, Arévalo y Sánchez, 2010).

4.1.5. teacher identity in chile.

In Chile a standardised system of competition has been implemented to play a role in determining the success of school projects and even closing schools due to their lack of competence in the new neoliberal scheme (Sisto, 2011; Sisto y Fardella, 2011; Verger y Normand, 2015; Verger, Zancajo y Fontdevila, 2016). Mostly, the Chilean system of education privileges private schools over municipal education, whether because they score best in tests like SIMCE and PDT, which makes them more eligible projects and more sustainable financially, or because they allow more creativity for students, being a stable enterprise. These policies and standards make the students' learning process more oblique, since the objective is no longer to learn substantially, but rather to get the best marks. This happens without any knowledge of the specific contexts of their learning, restraining teachers from their autonomy and hoping nothing of them but to adapt. It is theorised that this is a consequence of the implementation of neoliberal public policies, creating a voucher system (Verger & Normand, 2015). With money and numbers being the main aim of education, teachers have the difficulty of teaching while achieving expected goals, in a global society that is growing in disrespect of

their profession, with the consequence of a lack of teacher supply due to attrition (McGraw, 2001).

In spite of the uneasy reality of education in Chile and in the world, there are many factors that contribute to still choosing the teacher profession and staying a teacher. It has been proposed that childhood experiences which mean to assume roles of care, protection and teaching, motivate one to become a teacher in the future (Arnold, 2019; McGee, 2014). Barahona & Ibaceta-Quijanes (2019) claim in a study that “care for the profession and their students, along with their desire to contribute to society” are reasons contrary to teacher desertion (Barahona & Ibaceta-Quijanes, 2019). In the same study, contributing to society was argued as a reason for becoming and staying a teacher, which goes beyond merely teaching a subject. Quite paradoxically, some education programmes actually pursue developing teachers with a strong professional Identity (Meijer et al., 2014). This does not sound ridiculous, since teachers object to policies precisely for reasons of Identity: the lack of autonomy, low wages and an exaltation of social responsibility and blame, while reducing language to its most homogenic resultant (Freeman, 2017). This lack of recognition, both social and economic, along with the excess of work and work hours, tends to transform teachers’ professionalism into exploitation (Pochard, 2008; Ginsburg & Megahed, 2009). As Barahona (2015) puts it, there is a cultural-historical need of transformation of the teacher's reality. Ways to develop better and more stable identities involve increasing motives, perfecting adequate beliefs towards ethical decision-making, and diminishing attrition and burnout, usual consequences of the precarious work conditions of teachers. Better communication between universities and schools of practice can also be of help to construct stronger novice teacher identities.

4.1.6. professionalism.

Professionalism invokes the characteristics and concepts pertaining specifically the professional areas of being a teacher, that is to say, the professional Identity of teachers instead of the personal (Mahmoudi-Gahrouei, Tavakoli & Hamman, 2016; Schepens, Aelterman & Vlerick, 2009). Many authors contend that Identity of profession can be strengthened through: planned activities, mentor counselling, taking risks, roles of care during childhood, autonomy, recognition, student's achievements, motivation and organisation (Cuadra-Martínez, Castro-Carrasco, Oyanadel & González-Palta, 2021). This, in turn, will enhance the sense of belonging of the teacher.

Motivation is part of the factors that have a positive impact on the construction of teacher Identity, helping to promote strong, stable and more belonging identities (Franco, Vélez & López, 2018; Flores, 2017). Without motivation, there is a lack of commitment of teachers and even desertion. On the other hand, motivation is not always positive and it may lead to exploitation of teachers as too committed workers (Watt et al. 2012; Seidmann, 2015). A series of causes for motivation have been explored in the sample. They can be summarised as altruistic -moral commitment, the will to make a difference, vocation-, intrinsic -dependent of the personality and personal characteristics of the teacher- and extrinsic -salaries, students' achievements, which in turn are the teacher's own-. This leads to inferring that the first are unmovable and the latter circumstantial, but, as Attard Tonna & Calleja state, while intrinsic and altruistic motivation are more important than extrinsic to teachers, this does not mean motivation is unbreakable and teachers will not desert their profession when they see themselves surpassed (Attard Tonna & Calleja, 2021; Watt et al., 2012). Such an argument is to be taken into account when dealing with the importance of teacher Identity as a solid

construction that is to be nurtured, or else the whole construct falls to pieces, which leads to a shortage of teacher supply, as seen in McGraw (McGraw, 2001).

4.2. Subgroups

4.2.1. self-efficacy.

Self-efficacy consists of the consciousness among teachers about their own success and capabilities. If the students are interested in the class, if they get good results, if violence is prevented, the self-efficacy of teachers is prominent, which in turn influences positive teacher identities. The sample points out that this awareness is not necessarily based on facts, as it may act as defence from responsabilisation (Covarrubias & Mendoza, 2016; Hernández et al., 2017), most teachers have a high sense of self-efficacy although it is not always due to facts but rather to escape from the blame the educational system, the community, the administration and the families put usually on the teacher rather than themselves. The research also shows the opposite: teachers making the families responsible for not preparing their children for their education (Venegas Traverso, 2020). It is relevant to note that self-efficacy happens centrally and not on the extremes of the profession in terms of age. Somewhat experienced teachers have a better sense of success than both novice teachers and people too experienced in teaching (Covarrubias & Mendoza, 2015; Cisternas, 2016). While novice teachers do not feel that they are fully prepared for the profession, and old teachers feel no longer prepared for the changes that the profession asks for to adapt to, as well, they are undermined by their own conditions, their Identity as teachers diminishes. Self-efficacy is particularly important for teachers of English, since their status is measured based on their expertise in the language (Bandura, 2001).

4.2.2. emotions.

Emotions are of utmost importance for teacher Identity, whether consolidating their professional identities and sense of belonging, or their motivation to stay teaching, or their performance during class being taught (Cuadra-Martínez, Castro-Carrasco, Oyanedel & González-Palta, 2021). Emotions also define relations within the classroom and community context, dictating the learning process, particularly with language learning (Hargreaves, 2001; Isenbarger & Zembylas, 2006; Alvarado, Neira & Westmacott, 2019; López Gándara, 2019). While relations can always be conflicting, the emotional relations that are developed through learning deal with specific troubleshooting, since they embody possible differences in terms of culture, race and gender. Kramsh and Ware give the examples of trying to convey an online conversation between students from Iraq and USA during the Iraq war, and between Germany and the USA during the Cold War (Ware, 2005; Kramsch, 2005). Emotion is central to Identity, no matter if it is the students' or teachers' emotions, because they are inherent to Identity acting as an emotional affect (Dubois, 2007; Stets, 2005; Stets & Trettevik, 2014), that is to say, emotions are the receptors of interaction telling Identity how to judge the situation and perform.

4.2.3. responsibility.

Responsibility is prevalent in the sample in terms of the social “blame” teacher Identity has to deal with. Confronted by the accountability system, the students, the community, the families and administration make the teacher guilty of the quality of education and the results of their students, which is one of the main causes closing schools today, especially when it comes to municipal and subsidised schools (Venegas Traverso, 2020). A position of

responsibility so endangered may affect Identity in ways we have already seen, like stress, burnout and attrition. Teachers argue that responsibility adds up to low wages and precarious conditions, making the profession very uneasy and disempowering their identities (Carrasco, Luzón & López, 2019).

4.2.4. goals.

Goals are also a concept to be taken into account in teacher Identity, as seen in the articles of the sample. Attaining goals is central to the strengths and weaknesses of one Identity as a teacher, since the education system today makes standardised goals and competitive results their objective (Sachs, 2001; Cetin & Eren, 2018, Venegas Traverso, 2020). Contrary to the previous, there are teachers who consider that not consolidating a goal-based approach to education today is a valid goal in itself, with the privilege of creativity and autonomy both for teachers and students (Carrasco, Luzón & López 2019), particularly for English teachers, who see themselves and their classes as inherently creative (Barahona & Ibaceta-Quijanes, 2019).

4.2.5. challenges, beliefs and agency.

Challenges are meant to make the teaching process more difficult, although they do not necessarily oppose motivations (Venegas Traverso, 2020), since adversity can enhance a good attitude and disposition. Precarious conditions for teaching at school, rebellious students and decontextualised policies are examples of challenges observed by many authors (Torrego & Moreno, 2003; Gentili, Suárez et al., 2004; Avalos, Cavada, Pardo & Sotomayor, 2010), who tend to believe that teachers cannot expect the profession to be absent of challenges.

Beliefs are non-prejudicial preconceptions about the context, Identity, the community, the profession, etc. (Richardson, 1996), and they may influence action and decision-making in the classroom. (Bandura, 1986; Maloch et al., 2003; Rokeach, 1968). Beliefs are proof that teacher Identity and agency are inseparable, since beliefs influence action and *vice versa*.

Agency is “people’s ability to make choices, to take control, self-regulate, and thereby pursue their goals as individuals leading potentially to personal or social transformation” (Duff, 2012). Prestley warns us that the teaching capabilities behind the concept of agency may vary from one role to enact to the next problematic scenario, since the conditions of the environment define what is possible and what will be limited, and that the beliefs, ethics, emotions and characteristics that the teacher conducts are important elements involved (Prestley et al., 2012). While precarised and responsible for outcomes, the extension in which the teacher can operate is also limited by his own capabilities as teacher.

4.2.6. burnout.

Burnout was also present in the results. It is a type of depression specific to professional exploitation due to exceeding capabilities of agency. Thus, it is a factor in weakening identities, producing turnover and attrition (Butler, 2007; Kunst et al., 2017; Nitsche et al., 2013; Parker et al., 2012; Runhaar et al., 2010). As exploitation sometimes is forced by the system and accepted willingly by teachers because of vocation, burnout usually puts a biological stop to excess of effort, in a cycle of negative optimism and consequent pessimism which should be avoided for teacher Identity to be strong and stable (Seidmann, 2015). Burnout has been associated with professionals who are overcommitted with their job, because they see it as an important part of their Identity (Napoles, 2021).

4.2.7. student identity.

In the sample, student Identity covers the specific arenas in which the student is of influence to research on teacher Identity. Student Identity in its own terms is excluded from the project, since the focus is only on the bond they might form, and their interests when involved with the practice of effectively teaching in the classroom. Teachers must also be mindful of students' attitudes in the classroom, their indifference and rebellion, and to empower their own identities as part of the profession, regarding, for example, social media as a way to provide a place for them to show more powerful aspects of themselves to their classmates (Luna Figueroa, 2015; Charbonneau-Gowdy et al., 2016).

4.2.8. technology and social media.

Technology and social media have been argued to be of interest to students, to empower their identities and/or help them level their knowledge accordingly (Charbonneau-Gowdy et al., 2016; Darvin & Norton, 2015; Weiman, 2006; Thorne, Black, & Sykes, 2009; cf. Egbert et al., 2009). It can be a platform where students show new, unknown capabilities, or where they perfect their knowledge through reading. In the sample, this topic emerged as a helpful tool for students who are delayed on their progress compared to the rest of the class, as well as an empowering tool, whether of student status, or for communication between different cultures and countries.

4.2.9. precarious conditions and student/teacher bond.

Precarisation has proven to be of influence to the identities of both teachers and students, and their bond, and to problematise the teaching and learning processes, for example,

making rebellion the interest of students instead of paying attention to the teacher, causing aimless efforts of the school to catch their attention (Luna Figueroa, 2015).

The bond of students and teachers also has an incidence on teacher Identity, but not so much on their self-efficacy, that is to say, a respected teacher in the school context is not necessarily someone who addresses the interest of their students, but rather focuses on two or three students to succeed (Luna Figueroa, 2015).

In the sample, this topic emerged as a multi-dimensional area of discussion, conjugating both the interests of the students and the teachers, and their respective identities and motivations.

4.2.10. students' interests and rebellion.

Students' interests were also present as a relevant theme in the articles. Students may have an interest in something outside the school, but inside, the same exact item will be disregarded, since the situated norm changes (Luna Figueroa, 2015), meaning that the school context makes the item invalid because students have learned that school as a whole is useless, while promoting rebellion to increase their status amongst their classmates.

Rebellion is another topic that emerged as relevant in the sample, since the interest of students had different dimensions, and one of them was finding no use for paying attention to the class, reducing interaction to their own individual hobbies and privileging status of students between one another rather than getting good grades. It is one of the most dangerous subgroups to teacher Identity considerations, since rebellion can lead to indifference towards the lesson being taught, and even violence. Empowering the students' identities is the most highlighted among the sample of articles, considering the utility of the subject taught and the tools to enhance the class and interaction (Araniva, Araniva & Santos, 2012), which conflicts

with rebellion and its status building amongst classmates. It can be inferred that a teacher's Identity can be unstabilised not only in professional terms, but also in terms of teaching method and subject among their students, being obliged to prove what is the positive about the subject and the negative and ephemeris value of giving in to violence.

4.2.11. community.

Teacher Identity also depends on the community's influence on the teacher and the students, since the community can be a provider of the conditions for effective learning, sometimes being responsible or making the teacher responsible for results (Venegas Traverso, 2020). The articles argue that community is mostly present in the form of family, the family of the students, hence the conditions presented by the family for the students to be nurtured are previous to the teaching nurturing process and may be fundamental for effective learning to be achieved. In other words, if a family does not prepare their children for learning, learning will probably not happen no matter the teacher's effort (Carrasco Aguilar, Luzón & López, 2019). As it has been examined, teacher agency is only capable of certain strategies and is not voidless when it comes to transformation of precarious conditions, but this is also a predominant discourse amongst teachers when they are blamed for results because of a lack of adaptation to policies.

4.2.12. context: university, school and classroom.

Context is considered hereby as both scenery of the teaching practice as well as the administrative institutions that have an influence on training and teaching. Hence, the university mediates the practicum of the trainee with the school, and the school, both administrative and the community surrounding it, make the classroom a positive or negative

context where the final product is defined: the lesson. This way, the lesson is not only an interaction between teacher and students, guided by the teacher, but that of the students' and teachers' background. Therefore, teacher Identity is mediated by the manner in which they have been prepared by the university, the conditions, administrative and social, of the school and students, and teacher Identity itself, that is to say, how self-image, self-efficacy, beliefs, emotion and decision-making mediate a consequential Identity of the teacher after the lesson has been taught.

The university teacher does not only act as tutor for the pre-service teacher during final placement, but also as a teacher on their own. The sample shows they experience difficulties such as dedicating more time to research than teaching, and seeing teaching as a weaker Identity trait because of their shared status in the context of the university with their colleagues and administrators (Arellano-Vega et al., 2021). In a similar manner, the school does not only act as receiver of the student-teacher practicum, but also as co-participant, inside and outside of the classroom experience. This group work can be both diminishing and uplifting of teacher Identity, since it means more work hours for the supervisor, but it perfects the teacher to be, with tools and experience (Castellanos, 2004; Díaz, 2013; Cuadra-Martínez, Castro-Carrasco, Oyanadel & González-Palta, 2021). It is also noted in the research that correct or incorrect communication between university and school can be crucial for the construction of the teacher Identity of the induced teacher during their practicum (Chavez, Faure & Madrid, 2021).

4.2.13. accountability: policies and standardisation.

Accountability is the concrete concepto representing the recent policy application in Chile, Latin America and the world, pertaining educational improvement strategies related to

the neoliberal ideology. Examples in the Chilean teacher context are SIMCE, PDT, LGE, Ley de Carrera Docente and Marco para la buena enseñanza. It involves a system of competition between students and schools, standardised measures of learning and scored results, as well as punishment for bad results and gratification for good numbers (Alfonso, 2016; Dutercq, 2016; Parcerisa y Verger, 2016; Barahona & Ibaceta-Quijanes, 2019). It also involves the resistance or adequacy of teachers worldwide to this policy, the reason being less autonomy and creativity for teachers imparting their lesson, and distance of the experts from the realities of the specific contexts of the education process (Avalos, Cavada, Pardo & Sotomayor, 2010; Weber, 2007; Lomnitz & Melnick, 1991; Núñez, 2007). Rewards such as new career options and better salaries for teachers have not been entirely well received, since they do not offer better options to continue being a teacher, and there is still a lot of pressure for teachers, more work and an unpaid historical debt (Sisto, 2012; Aguilar, Luzón & López, 2019; Verger y Normand, 2015; Giroux, 1992; Sisto, 2011; Sisto & Fardella, 2011; Verger & Normand, 2015; Verger, Zancajo & Fontdevila, 2016).

4.2.14. critical thinking and diversity.

Critical thinking was mentioned in the sample as a goal that should be taught and, at the same time, could not just be taught but rather nurtured when born with. It was described as crucial for teachers to foster in their students if they were to be educated as proper citizens, while necessary for a society to be democratic (López Gándara, 2020; Wurzeil, 2012).

Inclusion and diversity were considered as part of this subtopic, including other subgroups, like gender and students with special needs, but specifically dealing with the same highlighted urge mentioned above: to promote a democratic and pluralistic society and

educational system (Phillipson, 1992; Deneire, 1993; Weydt, 2003; Macedo, Dendrinis and Gounari, 2005; Appleby, 2010). Gender, whether women or sexual diversities, were portrayed in the sample in their clash against phobias and patriarchy, both conceptually and presenting the example of a Chilean university, the Universidad Austral (Schmelkes, 2004; Hierro, 2003; Subirats, 1998; Feiner, 2006; Arcos et al., 2006). Students with special needs were only mentioned as example of exclusion in the classroom, comparable to sexual phobias, with psychological or neurological divergence as a possible outcome (Salas Guzmán & Salas Guzmán, 2016; Ferrándiz, Generelo y Gómez, 2012), but it would be important to remark that this probably means that these issues require more research and wider coverage. The articles presented discrimination and exclusion as negative practices, sometimes calling them inequalities, as to criticise inadequate practices of teachers when they should try to create a positive, democratic and diverse ambiance for learning (Salas Guzmán & Salas Guzmán, 2016; Coronel, 2001). Critical thinking is therefore to take into consideration when dealing with the altruistic interest of teacher Identity in Chile while constructing positive and responsible citizenship and a tolerant attitude in the classroom.

4.3. On Research Type

4.3.1. empirical.

Empirical research is any research where the conclusions of the study are drawn merely from observable evidence, considering such evidence as verifiable (Simon, 1969). In this sense, empirical research can be considered to report data that is serious and trustworthy. Accuracy is crucial for empirical research, and its components as proper research come from a sense of reliability (Burton & Steane, 2004). This can add up to teacher Identity research in

terms of field work and depending on the actual realities and discourses of teachers, while leaving little space for insecure or unreliable sources and data.

4.3.2. exploratory.

Exploratory research is a kind of research used to problematise that which is not defined *a priori*. Exploratory research may help unveiling an improved understanding of the pre-existing issue, while not providing definite conclusions as a result (Swedberg, 2020). It is of interest for teacher Identity to fill possible gaps in the subject, since its purpose is usually to study uninvestigated topics (Tegan, 2021). In the present study, this type of research was reduced to a couple of articles, since most of the agenda of research recognised the qualitative approach to be closer to the topic of discussion.

4.4. On Research Method

4.4.1. qualitative.

Qualitative research method is commonly used as a way to describe the type and characteristics of a specific subject while interpreting and implying understanding of an event or process, which enables the researcher to textually explain their findings, drawing more of a mental image of the findings, rather than a statistical, numerical summary or summatory (Powoh, 2016). This is very helpful when confronted with reduced, singular or specific realities to be researched, which may shed light on the Identity of teachers as particular examples of globally representative qualities of Identity and teaching that repeat in different places or have elements in common, as well as defining what makes them unique or

exceptional. It is also a more flexible method, which helps to get into the abstract of the teaching profession pertaining to Identity (Boodhoo & Purmessur, 2009).

4.4.2. quantitative.

While 2 articles were quantitative, some authors argued that a quantitative approach would not be pertinent to the subject of study. This is because the quantitative approach centres on numbers to explain findings, meaning that the approach is statistical and excludes vague, subjective or abstract open-ended questions with their corresponding answers (Creswell, 2003). In terms of teacher Identity, most of the data to be collected is not numerical, but rather dependent on the subjects of research. It is a process that happens through the inner and social perspective of people immersed in the educational process. Yet, through numbers, the quantitative method may help to gain significant knowledge in terms of anticipation of possible outcomes, finding patterns and relationships, and usefully generalising the Identity of teachers, particularly to novice and pre-service teachers in context (Williams, 2021).

4.4.3. mixed.

Quantitative and qualitative methods come together in the mixed method. The attempt of mixed methods, just like the hybrid type of research mentioned before, is to cover as much of the subject of the study as possible (Johnson & Onwuegbuzie, 2004). While relevant to most studies, mixed methods are essential to ESL/EFL teacher Identity, as well as the students' identities, since this method of research empowers identities through research by making disempowered identities heard through confidence in findings and comprehensiveness (O'Cathain, Murphy & Nicholl, 2007).

As the data shows, the most prominent type of research is qualitative, which implies that the field of teacher Identity has been explored mostly from an intensive perspective, in which the subjective experience of the participants is the primary source of information. This is coherent with the epistemological perspectives used in the studies that conceive Identity as a constructed phenomenon in which individuals interact and create meanings of their own experiences.

The advantages of qualitative research are related to the depth of analysis, which is very rich and detailed and highlights the role of subjectivity and intersubjectivity (Creswell, 2007). However, the disadvantages are related to the typically small number of participants these studies include. Consequently, the conclusions drawn from these studies cannot be generalised.

Chapter V

Conclusions

The present study aimed at exploring teacher Identity construction, especially that of EFL student-teachers in Chile. A systematic literature review was conducted on 22 empirical articles and 7 non-empirical back up articles. A thematic analysis was conducted on the articles. The results were divided into the major themes present in the literature. Then, a discussion of the results obtained from the thematic analysis was carried out. Finally, the present chapter presents the conclusions, limitations and further research suggestions of this review study.

The chapter follows the pattern as detailed next: it will begin by summarising the main conclusions of the study according to the already discussed categories and subcategories, then it will refer to the limitations of this review, to finally suggest areas for future research.

5.1. Conclusions

The study of EFL teacher Identity has recognised training as fundamental by the literature, since it relates to the fluid and becoming nature of Identity as considered by Vygotsky. Training helps getting accustomed to being a teacher, while being a teacher is a complex, never-ending process as well. Collaboration between tutors and colleagues may be of help through these various transitions. In this same sense, practice comes before knowledge when becoming a teacher. Thus, the novice teacher has to perform as the teacher to become

from the very beginning, conflicting the relation between the university and the school of practice.

The literature offers a sense of Identity that follows the same psychological, social, phenomenological, linguistic and cultural pattern, in terms of theory, definitions, Identity composition and conceptual constructions, which will later support a definition of teacher Identity, particularly about the status of the teacher as non-native speaker and appeal of the subject to students.

Teacher Identity is subsequently divided into the teaching of a subject and the forming of citizenship. While emotions are seen as secondary to the subject, they are crucial for positive teaching and learning. Teacher Identity functions as a shifting multi-membership of roles acting on others and oneself as a teacher.

In the Identity of secondary or foreign language teachers, there are three areas of conflict: the subject, which problematises colonisation issues; the non-native condition of the teacher, which is of low status; and the working conditions and policies as a teacher of a secondary or foreign language, which make him or her less autonomous and creative.

As for the Identity of Chilean EFL teachers, neoliberal policies tend to constrain Chilean education by privileging private education and a market-oriented logic that leads to teacher work intensification. This leads to a shortage in teachers' supply. Yet, teachers still remain teachers because of vocation, which may also lead to an assumed self-exploitation.

There is a cultural-historical need of transformation of the teacher's reality through strengthening his or her Identity and training through increasing motives, perfecting adequate

beliefs towards ethical decision-making, diminishing attrition and burnout, and perfecting the relation between the university and school, usual factors of the precarious work conditions of teachers.

From the perspective of theory, it may be concluded that language serves as a guide for actual practices of the EFL/ESL teacher in the classroom, as a warning when dealing with culture, to not incur into safe topics, but rather challenge and deconstruct pre-assumed notions of Identity, whether of gender or culture.

As for profession, it can be strengthened through planned activities, mentor counselling, taking risks, roles of care during childhood, autonomy, recognition, student's achievements, motivation and organisation. This should enhance the sense of belonging of the teacher.

5.2. Limitations and Further Study

The present review and its findings have to be interpreted against several limitations. Firstly, the databases consulted in this study were 3: Wos, Scielo and Scopus. This is a limitation in the sense that more databases (such as Google Scholar, for example) could have been used in the data collection procedure so as to have a broader view of the field. I decided to use these databases only because they contain the highest number of peer-reviewed publications and concentrate on the most reliable journals in the scholarly field. This decision was made to ensure the trustworthiness of the results obtained. However, the number of studies consulted can be regarded as a representative sample of the research field in the sense that the reviewed articles cover 20 years of research published in standard journals.

Secondly, the study could have benefited from the presence of more quantitative or mixed-method studies. This could have strengthened the generalisability power of the results here presented. This limitation is not the responsibility of the researcher or the study design, but a reflection of the epistemological perspectives more prevalent in the field.

Finally, the present research was originally meant to be an empirical study. Due to the world-wide context of Covid, it was resolved that a systematic review of the literature would be more appropriate, while helping with the same issues in mind as the original study meant to confront.

Further research in the area should concentrate on the elaboration of quantitative studies so as to make the findings of the studies representative of larger samples of individuals.

From a sampling perspective, further studies should be conducted using Latin American databases such as Latindex, so as to broaden the spectrum of studies and have a local view of the research agenda. However, in case of conducting such studies, special attention should be paid to the scientific rigour of the studies.

Further studies should concentrate on the elaboration of programmes that foster the training of teachers that have competencies to tackle the psychosocial difficulties that characterise teacher training and which are, more often than not, assumed as an essential part of being a teacher.

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Appendix

Fig 1. Prisma flow chart (Moher et al., 2009)

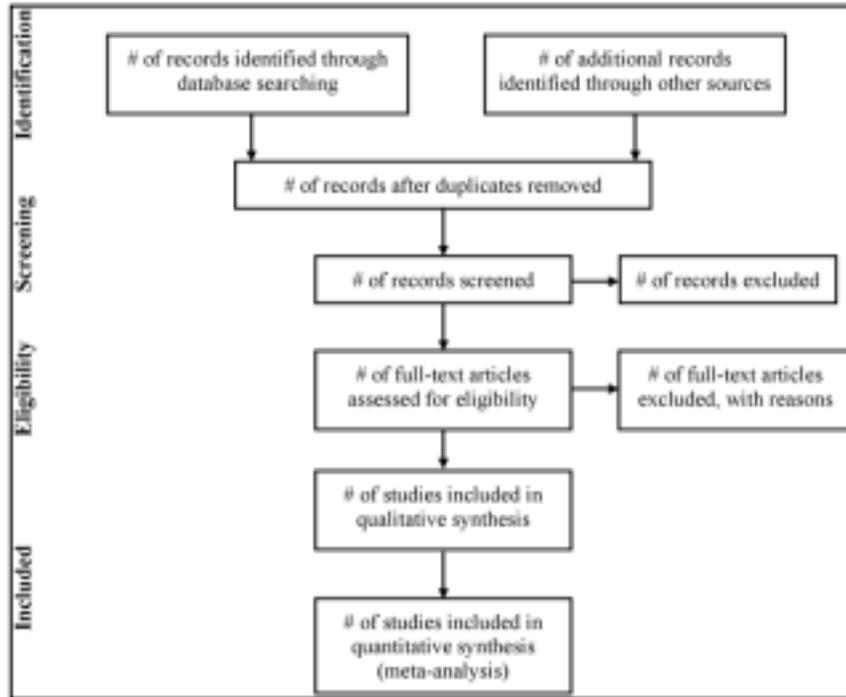


Fig. 2. Rayyan proof-reading.

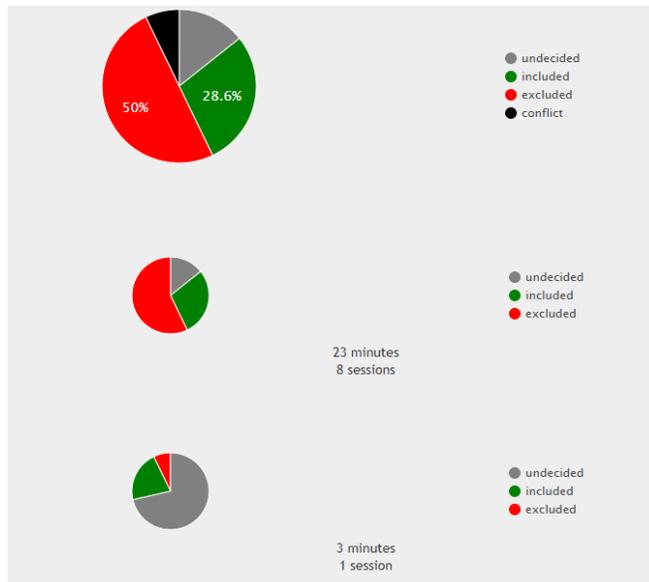


Fig. 3. Atlas.ti coding.

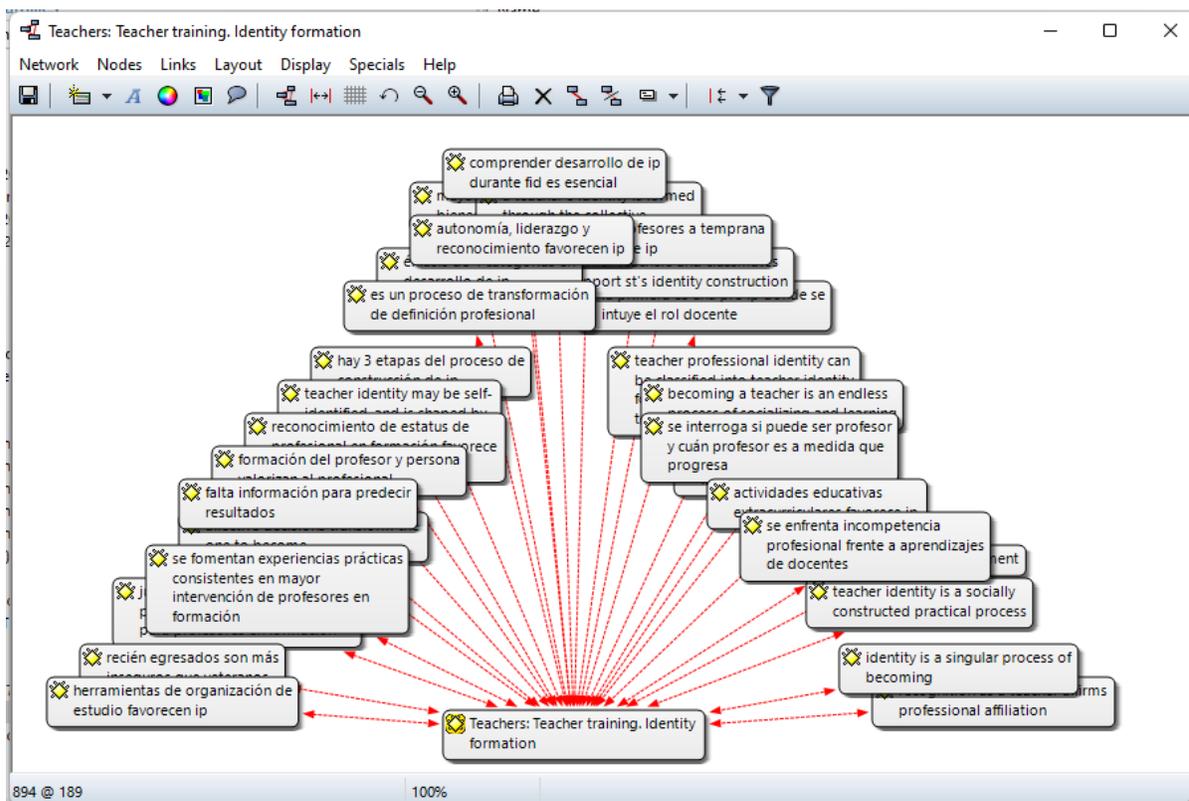
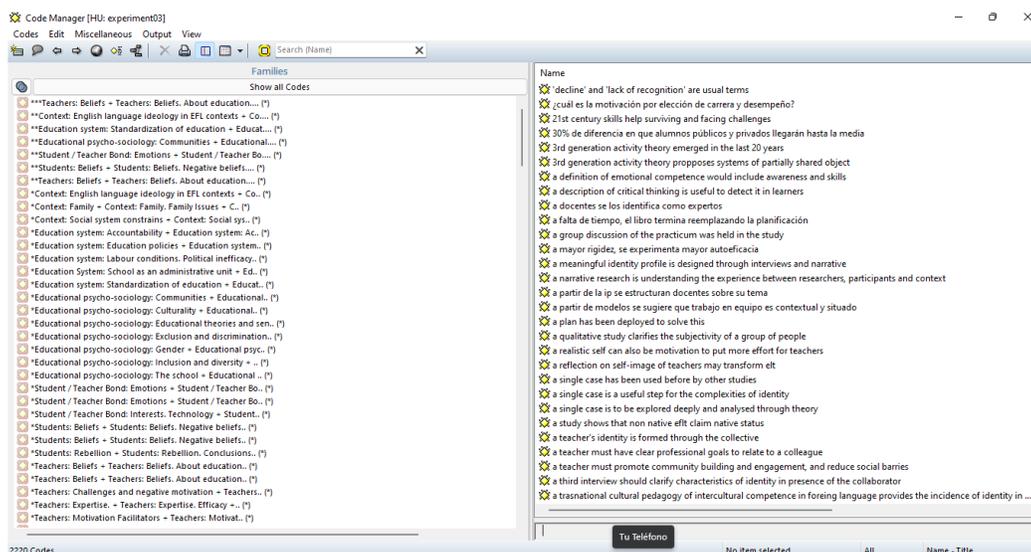


Fig. 4. PPT of thematic analysis.

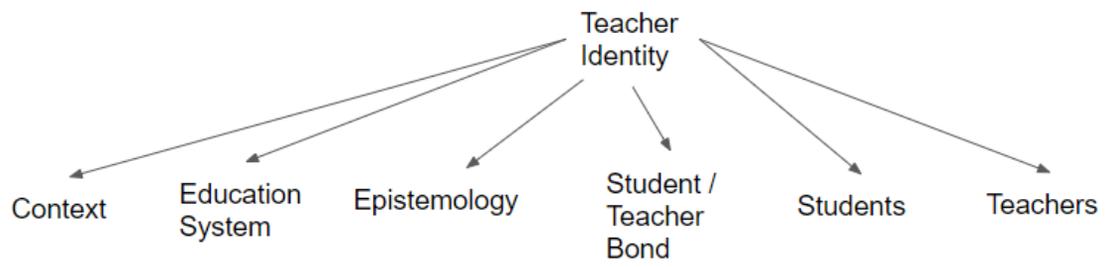


Fig. 4.1.

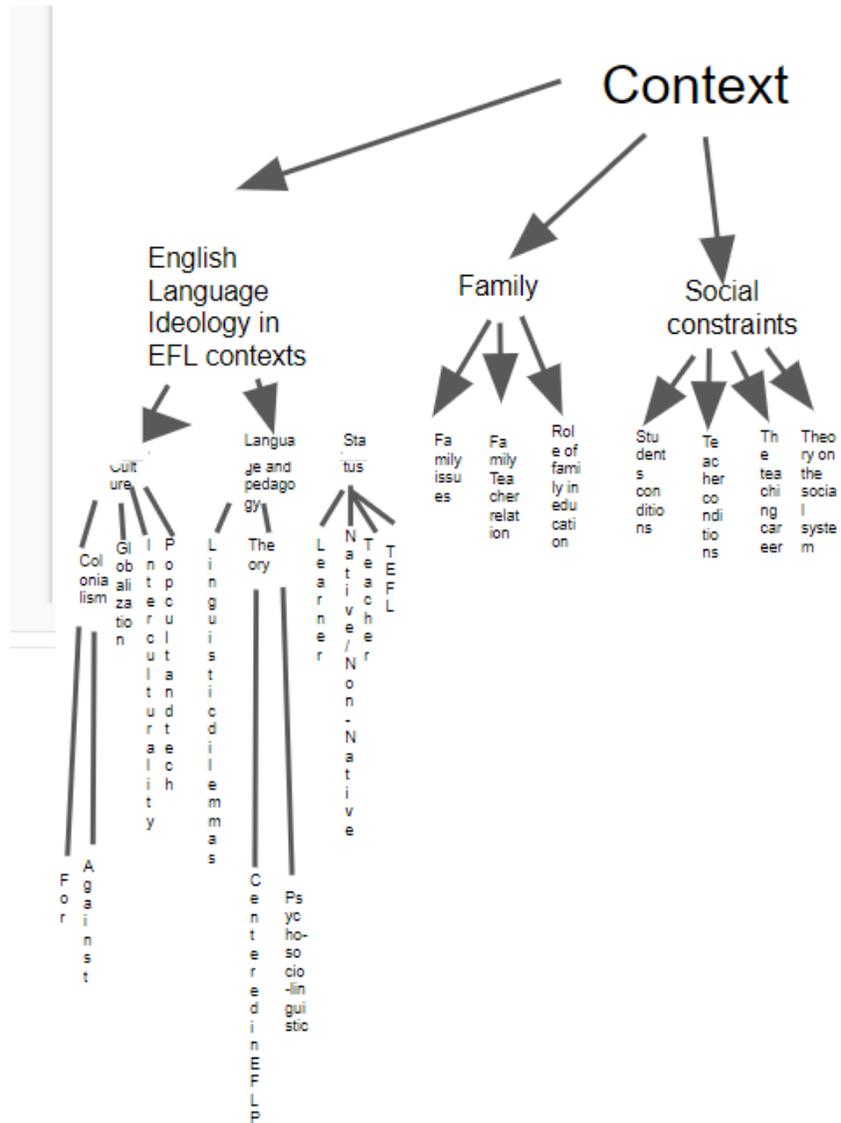


Fig. 4.2.

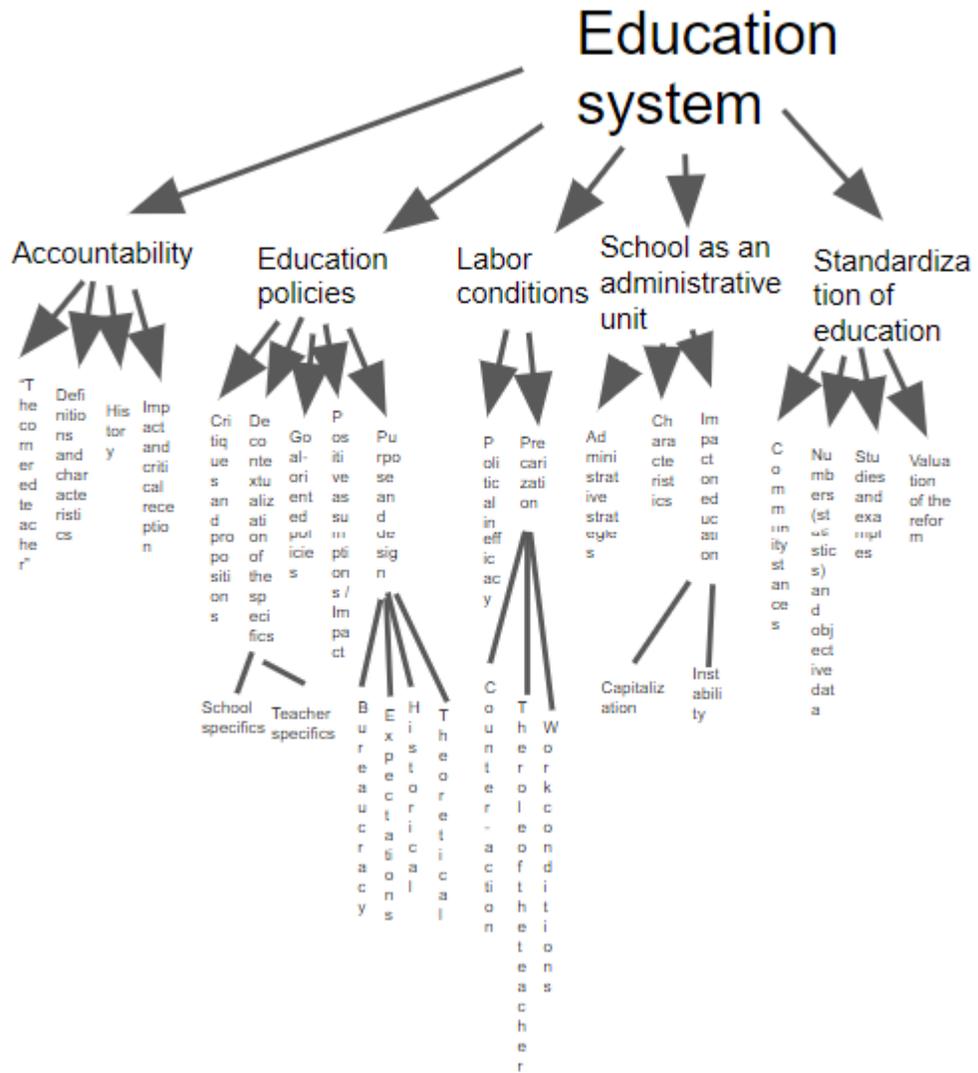


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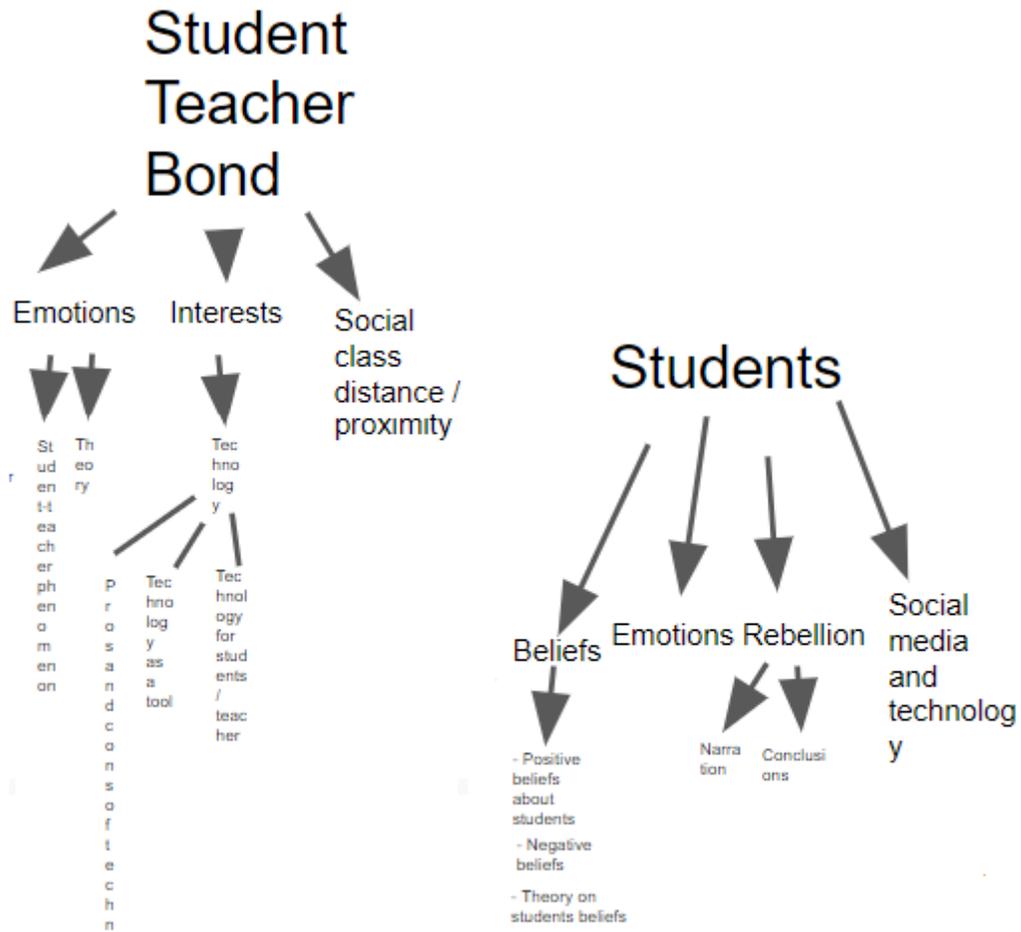


Fig. 4.5.

Fig. 4.6.

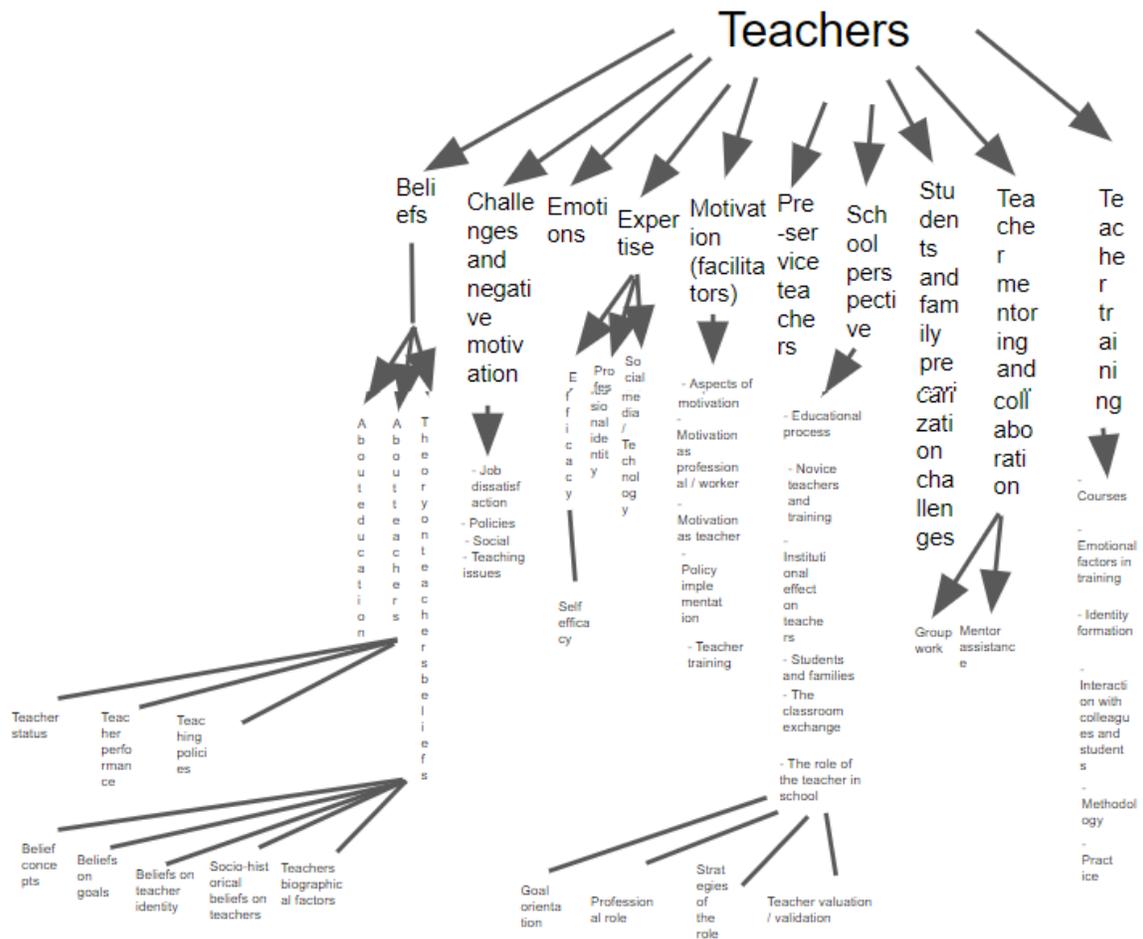


Fig. 4.7.

