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RESEARCH TIMELINE

Language teacher identity

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Introduction

The topic of language teacher identity receives strong attention in current scholarly literature. Understanding the complexities of identities that second/foreign language teachers construct is crucial because the ways teachers perceive themselves as professionals impact teacher development (e.g., Kanno & Stuart, 2011*), interactions with peers and colleagues (e.g., Kayi-Aydar, 2015*), pedagogical choices or classroom practices (e.g., Duff & Uchida, 1997*), and access to power and ownership of language (De Costa & Norton, 2017*; Varghese et al., 2016*), ultimately undergirding or undermining second/foreign language teaching (Varghese et al., 2016*).

When the historical development of the literature on language teacher identities is considered, one can see that this topic received the most attention after 2010. My extensive search of the literature yielded no results for the 1980s. The studies in the 1980s and 1990s mostly focused on language teacher cognition, teacher beliefs, or teacher learning, with almost no link to the identities of the language teachers. However, this body of research is the foundational work for the subsequent studies on language teacher identities, which are indeed an outgrowth and even a reaction to the shortcomings of some of this earlier work. Furthermore, the focus, in the 1990s, was on the identities of language learners rather than teachers. This is not surprising because with the seminal work of Bonny Norton (at the time Bonny Norton Peirce) (1995) on the identities of five immigrant women who were learners of the English language, the topic of learner identities immediately received strong attention. It was not until the late 1990s when scholars began to examine second/foreign language teacher identities resulting in an exponential growth in literature since 2010. The scholarship on learner identity back then indicated that 'the teacher too was not a neutral player in the classroom, but on the contrary, her positionality in relation to her students, and to the broader context in which the teacher was situated was vital' (Varghese et al., 2005*: 22). Therefore, a shift in focus on learner identity to teacher identity was inevitable.

Early studies heavily and primarily focused on linguistic identities, in particular, how language teachers formed and negotiated their non-native speaker (NNS) identities in educational contexts (e.g., Pavlenko, 2003*). This negotiation would entail tensions that NNS teachers experience as they 'resist dichotomized notions of nativeness and non-nativeness dominant in the field' (Varghese et al., 2016: 552) during the process in which they work toward claiming professional identities and making sense of their work as language teachers. A common thread of these early studies is the distinction between native speakers (NSs) and NNSs and the potential impact of it on the professional identities of NNS language teachers. The writings by applied linguists, such as Pennycook (1994), Canagarajah (1999), and Kumaravadivelu (2001, 2003), on the capitalist and neoliberal ideologies and politics associated specifically with teaching English as a global language has not only capitalized on the issues of power, privilege, and (in)equality but also significantly contributed to the research on NNS teachers especially in the field of English language teaching (ELT)/Teaching English as a second language (TESOL).

Later on, studies expanded the notion of teacher identity by focusing on the sociocultural identities of language teachers. Mostly drawing from sociocultural theory and communities of practice

* Indicates full reference appears in the subsequent timeline.

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framework (e.g., Tsui, 2007*), these studies explored the identity development of language teachers in their social contexts. The social turn in SLA (e.g., Block 2003; Firth & Wagner, 1997, 2007), that 'suggests a more interdisciplinary and socially informed approach to SLA' (Block, 2003: 2), undoubtedly played a key role in the development of this line of research. Johnson (2016: 122) describes the social turn in second language (L2) teacher education:

> Within the context of L2 teacher education, therefore, the learning of L2 teaching is no longer viewed as a matter of simply translating theories of linguistics and/or SLA into effective instructional practices but as a dialogic process of co-constructing knowledge that is situated in and emerges out of participation in particular sociocultural practices and contexts. Instead, the typical ways of acting and interacting, and the values, assumptions, and attitudes that are embedded in the classrooms where teachers were once students, in the teacher education programs where they receive their professional credentialing and in the schools where they work, shape the complex ways in which they come to think about themselves, their students, the activities of L2 teaching, and the processes of L2 teaching-learning.

The most recent line of research has been heavily influenced by the poststructural approaches (see Pavlenko, 2002; Morgan, 2007). The studies in this group (e.g., Huang & Varghese, 2015*) have emphasized the plurality and composite nature of language teacher identities mostly in the contexts of competing discourses and ideologies. In the majority of these studies, language teacher identities are described as multiple, complex, and shifting. They have considered the ethnic, racial, cultural, and gendered identities of teachers in historical, sociopolitical, educational, and socio-economic contexts demonstrating the complexities associated with language teacher identities. The link between language teacher identities and agency as well as the relationship between teacher identities and emotions are both emerging areas within this recent research (e.g., Kayi-Aydar, 2015*; De Costa & Norton, 2017*; Tao & Gao, 2017*).

A wide variety of contexts and research methods are evident in the timeline below. While a significant number of the studies have been conducted on M.A. TESOL students, especially in classrooms or contexts in the U.S., identities of English as a foreign language (EFL) teachers have been examined extensively as well, but surprisingly, this mostly occurred in educational contexts in Japan. Furthermore, language teacher identities have been investigated in relation to numerous issues, such as educational reforms (e.g., Tsui, 2007*), language ideologies (e.g., Simon-Maeda, 2004*), or institutional demands (e.g., Duff & Uchida, 1997*), all of which are associated with or unique to certain contexts or settings. Regarding the methods used, narrative inquiry has been the most commonly utilized approach (Barkhuizen, 2017*). Case study design has also been used widely (e.g., Duff & Uchida, 1997*). The methodological choices in the studies have led to the investigations of different types of language teacher identities, such as narrated (e.g., Kanno & Stuart, 2011*), enacted (e.g., Kanno & Stuart, 2011*), or designated (e.g., Urzúa & Vásquez, 2008*; Liu & Xu, 2011*) identities.

This timeline aims to show the historical development of the scholarly work on the topic of second/foreign language teacher identities. The selection criteria were a challenge as I tried to include the most influential empirical, conceptual, or theoretical pieces including books and studies published in refereed academic journals. The timeline excludes studies that focused on the identities of regular classroom teachers or classroom teachers who teach language learners in mainstream classrooms (e.g., teachers of English learners in K-12 classrooms in the U.S.), which is also an important and growing area of research within the general teacher education literature. Limits on space meant I had to exclude dissertations as well as papers/books published in a language other than English. The resulting timeline illustrates the international and interdisciplinary sampling, in terms of the variety of the theoretical approaches drawn from other disciplines and fields, as well as the historical development of the language teacher identity literature. The timeline categorizes the studies according to the following themes:

(A) Theoretical framework
- **A1** Communities of practice
- **A2** Critical theory

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A3 Positioning theory
A4 Vygotskian sociocultural theory
A5 Bakhtinian framework

(B) Participant profile
B1 Non-native speakers (NNSs)
B2 Native speakers (NSs)
B3 M.A. TESOL student-teachers
B4 New/novice teachers
B5 Experienced teachers
B6 Pre-service teachers

(C) Kinds of language teacher identities
C1 Narrated identities
C2 Identities-in-practice
C3 Gendered identities
C4 Future selves
C5 Sociocultural identities

(D) Contextual issues
D1 Identity in the reform context
D2 Identities and ideologies
D3 Identities and institutional demands

Regarding the categories above, it is important to highlight a number of points. Even though numerous scholars may consider A1 through A5 as sociocultural approaches, I did not combine them in one category as there are certain nuances and differences among them, which is beyond the scope of this paper to explain (for a an overview of major approaches to identity, see Benwell & Stokoe, 2006; for an overview of the theoretical frameworks above, see Atkinson, 2011; for a comparison of sociocultural approaches in applied linguistics, see Zuengler & Miller, 2006). The boundaries of these frameworks are not clear-cut, and SLA scholars may not always agree on categorizations. For this timeline, I primarily draw upon Zuengler and Miller (2006) in categorizing frameworks. Perhaps the broadest category in the first section above is 'critical theory.' This framework includes studies that mainly focus on power and sociopolitical issues or draw upon poststructuralism. Furthermore, in numerous studies included in this timeline, researchers use more than one theoretical framework. Thus, it is common to see studies that combine or draw upon multiple sociocultural frameworks instead of relying on only one (e.g., Pavlenko, 2003). In regards to the participant profile, B3 might look too specific, but given the number of studies that have focused on the identities of individuals enrolled in M.A. TESOL programs, this group deserves to have its own category. Category C groups studies according to the kinds of identities examined. The studies in category C1 have concentrated on analyzing and understanding identity work in narrative contexts whereas C2 category focuses on studies that examined identities, mostly using observational data, as teachers engaged in teaching practices. C3 includes studies that investigated the role of gender and sexual orientation in teacher identity development. Studies that explored how teachers perceived themselves in the future are categorized under C4. Finally, C5 broadly refers to examination of teacher identities with a particular focus on the link between language and culture.

Endnotes

[1] Tajfel, H. (1978). *Differentiation between social groups: Studies in the social psychology of intergroup relations.* London: Academic.

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Canagarajah, A. S. (1999). *Resisting linguistic imperialism in English teaching.* Oxford: Oxford University Press.
Firth, A., & Wagner, J. (1997). On discourse, communication, and (some) fundamental concepts in SLA Research. *Modern Language Journal*, *81*(3), 285–300.
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Kumaravadivelu, B. (2003). A postmethod perspective on English language teaching. *World Englishes*, *22*(4), 539–550.
Peirce, B. (1995). Social identity, investment, and language learning. *TESOL Quarterly*, *29*(1), 9–31.
Pennycook, A. (1994). *The cultural politics of English as an international language.* London: Longman.
Zuengler, J., & Miller, E. R. (2006). Cognitive and sociocultural perspectives: Two parallel SLA worlds? *TESOL Quarterly*, *40*(1), 35–58.

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Year	References	Annotations	Theme
1994	Mok, W. E. (1994). Reflecting on reflections: A case study of experienced and inexperienced ESL teachers. *System*, *22*(1), 93–111.	Although this study does not directly focus on teacher identities, **Mok** discusses the 'teacher images' that 12 experienced and inexperienced English as a second language (ESL) teachers used as they described their roles as teachers. The findings indicate that (a) teachers' self-concept and principles were the determining forces in their teaching; (b) how teachers defined their role in relation to their students influenced the decisions they made about teaching, and their views on a variety of issues related to teaching and learning; lastly, (c) teachers' beliefs and theories of and about teaching were guided by their previous experience and identities as a learner and as a teacher.	**B5** **B6**
1997	Duff, P. A., & Uchida, Y. (1997). The negotiation of teachers' sociocultural identities and practices in postsecondary EFL classrooms. *TESOL Quarterly*, *31*(3), 451–486.	In this highly influential ethnographic case study, the lives of four EFL teachers were examined, both inside and outside of the classrooms in Japan, in order to obtain descriptions, understandings, and interpretations of teachers' social identities. The study does not use a particular framework but draws upon the connections among interculturality, language socialization, and teachers' cultural identities. The findings indicate that the teachers' previous educational, professional, and cross-cultural experiences shaped their perceptions of their sociocultural identities. They constantly negotiated their identities due to changing contextual elements including the culture of the classroom and institution, instructional materials, and reactions from students and colleagues. Other themes included teachers' appreciation for the complexities and contradictions of their professional, social, political, and cultural identities, their quest for connection, and the need for educational (and personal) control (for similar findings, see Farrell, 2011; see also Ajayi, 2011).	**B4** **C5** **D3**
1997	Johnston, B. (1997). Do EFL teachers have careers? *TESOL Quarterly*, *31*(4), 681–712.	**Johnston** explored the working lives of EFL teachers in Poland through life history interviews. The teachers' stories reflected dynamic and non-unitary identities that interacted discursively in complex ways with various social, economic, and political discourses. The teachers often drew on alternative identities; NNSs of English chose to present themselves as expert speakers of English.	**A5** **C1**
1997	Tang, C. (1997). The identity of the nonnative ESL teacher on the power and status of nonnative ESL teachers. *TESOL Quarterly*, *31*(3), 577–580.	In this brief commentary, **Tang** discusses the social identity of non-native ESL teachers (NNESLTs) in terms of their power and status in TESOL relative to their counterparts, native ESL teachers (NESLTs), arguing that social attitudes toward the English proficiency level and other characteristics of NNESLTs shape the roles of these teachers in the ESL	**B1**

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Note. Authors' names are shown in small capitals when the study referred to appears in this timeline.

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Year	References	Annotations	Theme
		classroom. Drawing on the results of a survey study conducted in Hong Kong, **Tang** concludes that NNESLTs serve as empathetic listeners for beginning and weak students, needs analysts, agents of change, and coaches for public examinations in the local context (see Park, 2012).	
1997	Amin, N. (1997). Race and the identity of the nonnative ESL teacher. *TESOL Quarterly*, *31*(3), 580–583.	This is the first study that looks at the intersection of non-nativism and race to understand language teacher identities. Drawing on the findings of an interview study with five minority female ESL teachers in Canada along with his own experience as a non-White, non-native English-speaking teacher, **Amin** argues that the students' construction of their minority teachers as non-native speakers and therefore less able teachers than White, native English-speaking teachers has an impact on the teachers' identity formation. When positioned as less able teachers due to their racial and linguistic status, minority teachers are unable to effectively negotiate a teacher identity. Thus, minority teachers, regardless of their qualifications, become less effective in facilitating their students' language learning than White teachers. The Tang 1997 and Amin (1997) papers were published as brief commentaries in the same *TESOL Quarterly* issue edited by Bonny Norton (see Tang, 1997; see other subsequent studies Pavlenko, 2003; Golombek & Jordan, 2005; Motha, 2006; Park, 2012).	**A2** **B1** **B2**
1999	Brutt-Griffler, J., & Samimy, K. K. (1999). Revisiting the colonial in the postcolonial: Critical praxis for nonnative-English-speaking teachers in a TESOL program. *TESOL Quarterly*, *33*(3), 413–431.	Analyzing the narratives of non-native English-speaking teachers (NNESTs) in the context of critical praxis, this study focuses on the dichotomy of native vs non-native English teachers and examines experiences and self-representations of NNESTs in an ESOL teacher education program. Engaging in critical praxis and dialogue in a graduate seminar, the participants were able to develop collective consciousness concerning the status of NNESTs in ELT practice, developed a professional voice in an L2, and became empowered as ELT professionals. (see Pavlenko, 2003)	**A2** **B1** **B3** **C1**
2003	Johnson, K. A. (2003). 'Every experience is a moving force': Identity and growth through mentoring. *Teaching and Teacher Education*, *19*(8), 787–800.	Analyzing her relationships with one of her male international graduate students in the M.A. TESL program where she taught, **Johnson** investigates the effects of mentoring this student with her own identity as a teacher. Unlike the data in previous studies collected from participants, the data for this study are the researcher's own narratives from her journal entries. The paper centers on three critical incidents described in her journal. Johnson discusses the themes of language expertise, cultural ways of knowing and doing, and conflicting religious beliefs, which affected both her relationship with the student as well as her identity.	**B3** **C1**

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2003	Pavlenko, A. (2003). 'I never knew I was a bilingual': Reimagining teacher identities in TESOL. *Journal of Language, Identity, and Education*, *2*(4), 251–268.	**Pavlenko** collected linguistic autobiographies of 44 in-service and pre-service teachers enrolled in an M.A. TESOL program in a large urban university. The narrative analysis shows that the teachers drew on two alternative discourses of language and identity that offered them three imagined communities to seek and claim membership: (a) NS community, (b) NNS/L2 learner community, and (c) multilingual/L2 user community. Pavlenko challenges the traditional linguistic definitions (native/non-native speakerism) and offers the notion of multicompetence, which she argues would offer new identity options for language teachers (see Amin, 1997; see also subsequent studies Simon-Maeda, 2004; Golombek & Jordan, 2005; Tsui, 2007; Ilieva, 2010; Vélez-Rendón, 2010; Park, 2012).	**A1** **A2** **A4** **B1** **B3** **C1**
2004	Lin, A., Grant, R., Kubota, R., Motha, S., Sachs, G. T., Vandrick, S., & Wong, S. (2004). Women faculty of color in TESOL: Theorizing our lived experiences. *TESOL Quarterly*, *38*(3), 487–504.	The authors narrate their own experiences and examine patterns across their intersectional identities. Although this piece does not focus on language teachers but language teacher educators working in different higher education contexts, it is often cited in language teacher identity literature. The authors capitalize on their own gendered, racial, and social class experiences and identities as women of color in the fields of TESOL and literacy, and they highlight consistent hierarchical patterns across different institution contexts that marginalize women of color faculty (see Amin, 1997).	**A2** **C1** **D2** **D3**
2004	Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualisation in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism*, *7*(2–3), 172–188.	Through participant observation field notes made over approximately five months, **Morgan** presents a story showing how his identity became a classroom resource that challenged students' assumptions around culture, gender, and family roles in an adult ESL program in Toronto. Morgan argues that student identity formation is an inseparable dimension of teacher identity development (see subsequent studies Varghese et al., 2005; Miller, 2009; Menard-Warwick, 2011).	**A2**
2004	Simon-Maeda, A. (2004). The complex construction of professional identities: Female EFL educators in Japan speak out. *TESOL Quarterly*, *38*(3), 405–436.	Following the line of research that used narrative-analytic approach, this article focuses on the life history narratives of nine female EFL teachers working in higher education in Japan (see also Johnston, 1997 for life history narratives). The strength of this study not only lies in the ways it describes the complicated lives of female teachers but also in the ways it shows how educators' identities are shaped at the intersections of local practices and larger ideological influences. Focusing on the dialectical relationships between identity formations and social interactions and from a feminist stance, **Simon-Maeda** describes the hegemonic contexts in Japan that delimit women's accounts of their work experiences, and she calls for a bottom-up approach to prepare prospective (male and female) teachers to address restrictive or inequitable societal conditions and	**C1** **C3** **D2**

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		ideologies in their local teaching contexts (see Duff & Uchida, 1997 for a similar narrative analysis; see also subsequent studies Golombek & Jordan, 2005; Park, 2012).	
2005	Golombek, P., & Jordan, S. R. (2005). Becoming 'black lambs' not 'parrots': a poststructuralist orientation to intelligibility and identity. *TESOL Quarterly*, *39*(3), 513–533.	Focusing on the intersection of accent, race, and identity (see Amin, 1997), **Golombek and Jordan** present case studies of two students from Taiwan in their first year of study in an M.A. TESOL program to illustrate how they asserted their identities as legitimate teachers of English and their right to teach ESL/EFL despite the privileged position of the native speaker (see also Pavlenko, 2003). The cross-case analysis indicates that identities of both participants as legitimate speakers of English were fraught with ambiguities and contradictions. Golombek and Jordan argue that importance of intelligibility as a skill should be decentered in teacher education programs; non-native English-speaking language teachers should be instead encouraged to establish legitimacy by drawing on other aspects of their teacher identities, such as (pedagogical) content knowledge (see Amin, 1997; Pavlenko, 2003; Simon-Maeda, 2004; see also subsequent studies Ilieva, 2010; Kayi-Aydar, 2015).	**A2** **B1** **B3** **D2**
2005	Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: three perspectives and beyond. *Journal of Language, Identity, and Education*, *4*(1), 21–44.	Based on three examples of data-driven research in the area of language teacher identity, this seminal paper presents how social identity theory (Tajfel, 1978[1]; Tajfel & Turner, 1979[2]; Hogg & Abrams, 1998[3]), communities of practice (COP) (Lave & Wenger, 1991[4]), and poststructural view of identity as image-text (Simon, 1995[5]) can be used as theoretical frameworks to study language teacher identity. The authors focus on 'dialogue across theories' (p. 24), illustrating how one theory can be used to inform another. They theorize identity as (a) multiple, shifting, and in conflict, which is (b) crucially related to social, cultural, and political context, and (c) is being constructed, maintained, and negotiated primarily through discourse. The three studies presented address issues of marginalization, the position of non-native speaker teachers, the status of language teaching as a profession, and the teacher-student relation (see Duff & Uchida, 1997; Johnston, 1997; Pavlenko, 2003; Morgan, 2004; see also subsequent studies Ajayi, 2007; Miller, 2009; Trent, 2012; Lee, 2013; Varghese et al., 2016).	**A1** **A2** **B1** **B3** **B4**
2006	Motha, S. (2006). Racializing ESOL teacher identities in U.S. K-12 public schools. *TESOL Quarterly*, *40*(3), 495–518.	Following Amin (1997), this year-long critical feminist ethnography also focus on the racial identities of teachers in a sociopolitical context. Four new K-12 ESL teachers, all NSs of English, struggled as they negotiated their racial identities within an institutional culture whose dominant	**B2** **B4** **D2**

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		ideology capitalized on the hegemony of Whiteness and native speaker status (see Amin, 1997; see also Varghese et al., 2016).	
2007	Tsui, A. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly*, *41*(4), 657–680.	Frequently cited, this pivotal study explores the complex processes of teacher identity formation through a narrative inquiry of the professional identity of an EFL teacher in China focusing on his six-year teaching career. Focusing on the Wenger's COP framework (1998),[6] **Tsui** describes the processes that were involved as the Chinese teacher struggled with multiple identities, negotiation of the meanings of EFL learning, and the institutional construction and his personal reconstruction of identities. **Tsui** capitalizes on the complex relationships among membership, participation, competence, power, and legitimacy of access to practice (see Duff & Uchida, 1997; Pavlenko, 2003; see also subsequent studies Kanno & Stuart, 2011; Liu & Xu, 2011; Trent, 2012; Lee, 2013; Varghese et al., 2016).	**A1** **B1** **C1** **D1** **D3**
2008	Clarke, M. (2008). *Language teacher identities: Co-constructing discourse and community*. Bristol: Multilingual Matters.	This book explores the development of the first cohort of students in an English language teaching program in the United Arab Emirates. Focusing on cultural, positional, and figurative identities from a COP perspective, the book theorizes the pre-service teachers' learning to teach in terms of the discursive construction of a teacher identity as well as the influence of issues such as gender; nationalism; power of discourse and community on discursive identity constructions.	**A1** **A2** **B6** **C5**
2008	Urzúa, A., & Vásquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education*, *24*(7), 1935–1946.	Unlike previous studies that mostly focused on the past and present dimensions of identity, this study focuses on 16 novice ESL teachers' future-oriented discourse during 20 mentoring meetings and the impact of such discourse on the verbalization of prospective reflection and teacher identity. The study also differs from previous studies in that it investigates teacher identity as manifested in talk as the novice teachers participate in various professional activities rather than focusing on written discourse or using elicited data. Focusing on the notion of 'reflection for action,' the study shows how the teachers interpreted their early experiences with a view toward the future, imagining the kind of teacher they wanted to become, and used their formative years as a way to project a 'designated sense of self' as teachers (see Farrell, 2011).	**B3** **B4** **C4**
2009	Miller, J. (2009). Teacher identity. In A. Burns & J. Richards (Eds.), *The Cambridge guide to second language teacher education* (pp. 172–181). Cambridge: Cambridge University Press.	**Miller** provides an overview of research on language teacher identities. She suggests that a consideration of teacher identity and teacher education must take account of issues, such as the role of discourse in self-representation, the salience of sociocultural contexts, diversity and ethnicity, the native/non-native binary, and beliefs about standard language. Miller identified four areas for future research: (a) the nature of identity, (b) complexity and importance of context, (c) critical reflection, and (d) identity and pedagogy (see Morgan, 2004; Varghese et al., 2005; Vélez-Rendón, 2010; Lee, 2013).	**A2** **C5**

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2010	Ilieva, R. (2010). Non-native English-speaking teachers' negotiations of program discourses in their construction of professional identities within a TESOL program. *Canadian Modern Language Review*, *66*(3), 343–369.	This study focuses on the impact of the M.A. TESOL program at an institution in Canada on the discursive construction of professional identities that 20 NNESTs developed. Varghese and her colleagues' conceptualization of identity (2005) is used as the framework for the data analysis. The results show that (a) the readings and theoretical knowledge presented in the program offered new spaces and identity options which allowed NNESTs to develop agency as professionals, and (b) professional identity and agency are tied closely to future pedagogical practices (see Pavlenko, 2003; Golombek & Jordan, 2005; Varghese et al., 2005).	**A2** **A5** **B1** **B3** **C5**
2010	Vélez-Rendón, G. (2010). From social identity to professional identity: Issues of language and gender. *Foreign Language Annals*, *43*(4), 635–649.	Vygotskian sociocultural theory as detailed in Johnson's work (2009)[7] informs this study which examines how biographical factors interplay with contextual factors to shape the professional identity of a Spanish language teacher candidate. The analysis of classroom observation data and a series of interviews with the teacher-participant showed that he claimed legitimacy as a Spanish language teacher by relying on discourse practices regarding native-speakerness (see Pavlenko, 2003) and male authority. By equating NS status with subject-matter knowledge and lesson preparation, he was unprepared to examine his practice in a critical light so that he could eventually realize what was required to move him beyond his taken-for-granted views (see Miller, 2009).	**A4** **B1** **B6**
2010	Trent, J. (2010). Teacher education as identity construction: Insights from action research. *Journal of Education for Teaching*, *36*(2), 153–168.	Drawing upon Fairclough's (2003)[8] model of identity formation, this study examines the role that action research played in one group of pre-service teachers' construction of identities as English language teachers in Hong Kong. As teacher researchers, the trainee teachers contested previously held perceptions about their engagement in teaching, their images of teachers and teaching, as well as their alignment with some aspects of contemporary educational discourse.	**A2** **B6**
2011	Ajayi, L. (2011). How ESL teachers' sociocultural identities mediate their teacher role identities in a diverse urban school setting. *The Urban Review*, *43*(5), 654–680.	This study investigates the complex roles that race, ethnicity, and culture play in shaping the ESL teacher role identity. The analysis of interviews, responses to a questionnaire, and interviews with 57 ESL teachers from two school districts in Los Angeles indicate that ESL teachers deployed their cultural and ethnic identity to interpret their role as educators, and their views of ESL teaching practices were mediated by their past-present relation of their sociocultural identities (see Duff & Uchida, 1997; Varghese et al., 2005).	**A2** **C5**
2011	Farrell, T. S. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, *39*(1), 54–62.	This study distinguishes between self-image (a conceptual sense of who one is) and professional role identity (how self-image is manifested through what one does), and focuses on the role identities of experienced	**B2** **B5**

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		native English-speaking, female ESL college teachers. This study builds on and is very similar to the Urzúa and Vásquez study (2008) as it also focuses on the systematic reflective practice within a teacher group over a two-year period. Sixteen main professional role identities emerged from the group discussions, which were placed into three main clusters: teacher as manager, teacher as acculturator, and teacher as professional. The role identity cluster of teacher as 'acculturator' finding supports Duff and Uchida (1997) findings about the representation of language teachers as cultural workers.	
2011	Kanno, Y., & Stuart, C. (2011). Learning to become a second language teacher: Identities-in-practice. *Modern Language Journal*, *95*(2), 236–252.	Building on Tsui (2007) and Varghese et al. (2005), this study looks at novice ESL teachers' identity development over time from a situated learning perspective. Two graduate M.A. TESOL students were observed for one year as they learned to teach and came to identify themselves as professional language teachers. The two case studies describe the intertwined link between novice teachers' identity development and their shifting classroom practices. The authors conclude that identity and practice are mutually constitutive. The study is perhaps the first to make the distinction between 'narrated' and 'enacted' identities. The study is also unique in terms of investigating the long-term development of teacher identity (see Kayi-Aydar, 2015).	**A1** **B3** **B4** **C2** **D1**
2011	Liu, Y., & Xu, Y. (2011). Inclusion or exclusion? A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies. *Teaching and Teacher Education*, *27*(3), 589–597.	Similar to the Tsui study (2007), this narrative study illuminates the complexity of teacher identity also in the reform context where teachers must reconcile conflicting selves. Drawing on TSUI's conceptualization of 'institutional' and 'personal' identity constructions, **Liu and Xu** analyzed one Chinese EFL teacher's stories of being 'included in' and 'excluded from' the community in her department. They shed light on how this beginning teacher was able to cope with identity crisis in the context of a new educational reform, which advocated a participation-based model of language teaching. By focusing on the gaps between what this teacher was expected to become (institutional construction of identities) and how she identified herself (personal construction of identities), the study introduces the notions of 'designated identity' and 'actual identity' (see Tsui, 2007; see also subsequent studies Ruohotie-Lyhty, 2013; Huang & Varghese, 2015).	**A1** **B4** **C1**
2011	Menard-Warwick, J. (2011). Chilean English teacher identity and popular culture: Three generations. *International Journal of Bilingual Education and Bilingualism*, *14*(3), 261–277.	**Menard-Warwick** explored how 18 Chilean NNESTs' cultural identities affected their approaches to teaching culture. The results show that all teachers, as active consumers of English language popular culture, had constructed strong bilingual identities as English language users through dialogically drawing upon the voices of the global imaginary. For those	**A5** **B1** **C5** **D2**

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		teachers, English in Chile is associated not merely with authoritative discourses of economic growth but more crucially with internally persuasive discourses of identity and desire (see Morgan, 2004).	
2012	Abednia, A. (2012). Teachers' professional identity: contributions of a critical EFL teacher education course in Iran. *Teaching and Teacher Education*, *28*(5), 706–717.	Pre-course and post-course interviews, reflective journals, recorded class discussions, and the researcher's reflective notes were analyzed to examine the professional identity reconstructions of seven EFL Iranian teachers who were all enrolled in a critical EFL teacher education course. The focus on the study is on the changes of and shifts in teachers' definitions and understandings of their professional roles. Three major shifts were identified in the teachers' professional identities: from conformity to and romanticization of dominant ideologies to critical autonomy, from no orientation or an instrumentalist orientation to a critical/transformative orientation of teaching, and from a linguistic and technical view to an educational view of L2 education.	**A2** **B6** **D2**
2012	Park, G. (2012). 'I Am Never Afraid of Being Recognized as an NNES': One teacher's journey in claiming and embracing her nonnative-speaker identity. *TESOL Quarterly*, *46*(1), 127–151.	This study is an exploration of one M.A. TESOL, Chinese student's identity transformation in the U.S. through narratives of her lived experiences. The findings indicate that the participant's linguistic identity was transformed as she began to question the legitimacy of her identity in a heterogeneous context (see Amin, 1997; Tang, 1997; Pavlenko, 2003; Simon-Maeda, 2004; see also Varghese et al., 2016).	**B1** **B3** **C1** **C3**
2012	Trent, J. (2012). The discursive positioning of teachers: Native-speaking English teachers and educational discourse in Hong Kong. *TESOL Quarterly*, *46*(1), 104–126.	Drawing on the notions of 'identity-in-discourse' and 'identity-in-practice' in the Varghese et al. (2005) study, **Trent** explored the discursive positioning of eight native English-speaking teachers and their positioning by other stakeholders, as part of a dynamic process of identity formation, in schools in Hong Kong. The teachers felt that their self-positioning as professional teachers were not validated by some local English teachers and responded to this by repositioning themselves in a variety of alternative subject positions (see Varghese et al., 2005; Tsui, 2007; Lee, 2013; see also Huang & Varghese, 2015).	**A2** **A3** **B2** **D2** **D3**
2013	Kamhi-Stein, L. (2013). *Narrating their lives: Examining English language teachers' professional identities within the classroom.* Ann Arbor: University of Michigan Press.	Analyzing six autobiographical narratives of pre-service teachers in the M.A. TESOL program in the U.S., **Kamhi-Stein** examined the process of identity construction of teachers as well as the connections between their personal and professional identities and their instructional practices, reporting a wide range of identity issues and challenging the notions of non-native and native speakerism (see Pavlenko, 2003). She identified four common pedagogical practices in relation to her participants' transnational and transcultural identities: Teachers codeswitch in the language classroom, draw on their own identities to create classroom communities, integrate instruction in varieties of English, and promote culturally responsive instruction.	**A2** **B3** **B6** **C1** **D3**

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2013	Lee, I. (2013). Becoming a writing teacher: Using 'identity' as an analytic lens to understand EFL writing teachers' development. *Journal of Second Language Writing*, *22*(3), 330–345.	Surprisingly undercited, **Lee**'s study is the first to look primarily at 'writing teacher identity.' Using both self-report and observation data, the study draws upon Activity Theory to investigate the identity development of four secondary teachers of English in Hong Kong. Expanding on the line of research on identity-in-discourse and identity-in-practice (see Vargese et al., 2005; Trent, 2012), Lee focuses on identity-in-discourse (e.g., what teacher say about themselves as teachers of writing), narrated identity-in-practice (e.g., what teachers say about their identity work in the classroom), and identity-in-activity (e.g., how teachers negotiate their identities within their work contexts). As the teachers learned to teach writing, they took on certain roles in the writing classroom, acquired new knowledge to talk about themselves and their work, and discursively constructed new identities as teachers of writing (see Varghese et al., 2005; Tsui, 2007; Miller, 2009).	**C1** **C2** **D3**
2013	Ruohotie-Lyhty, M. (2013). Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work. *Teaching and Teacher Education*, *30*, 120–129.	Drawing upon sociocultural theory and from a narrative perspective, this study explores the professional identity development of two foreign language teachers, who were qualified to teach German, English, and Swedish in Finland, during the induction phase (the first four years in the profession). One of the teachers experienced her beginning as difficult and questioned her abilities; the other had an easy transition to the profession and higher levels of job satisfaction. Although both graduated from the same teacher education program and worked in the same kind of environment, they had contrasting experiences in regard to professional identity development in the induction phase. Notions of 'ideal' and 'forced' identities are introduced, which are somewhat similar to 'designated' and 'actual' identities in the Liu and Xu (2011) study.	**A4** **B4** **C1**
2014	Menard-Warwick, J. (2014). *English language teachers on the discursive faultlines: Identities, ideologies, and pedagogies.* Bristol: Multilingual Matters.	In her study of 27 TESOL teachers/students from Chile and California, **Menard-Warwick** investigates the interconnectedness of identity, ideology, and pedagogy in light of the Bakhtinian theory of dialogism. Focusing on the position of English as a global language and a lingua franca as well as the differences in sociopolitical discourses and ideologies in two different contexts, the book provides insights regarding intercultural identity development and cultural pedagogies (see Varghese et al., 2016).	**A5** **C5** **D2**
2014	Tashma Baum, M. (2014). 'The aspect of the heart': English and self-identity in the experience of preservice teachers. *Language and Intercultural Communication*, *14*(4), 407–422.	**Tashma Baum** describes 19 EFL student-teachers' experience of English by examining the nature of their attachment to imagined communities of English speakers and the process by which aspects of the English languaculture are appropriated into their self-identities. This is the first study that looked at identities of pre-service teachers in the Israeli south. Tashma Baum argues how adopting languaculture, 'the complex of linguistic and cultural elements that forms the language' (p. 408) helped	**A2** **B6** **D2**

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		those pre-service teachers enrich their self-identity. Their allegiance to English was not a blind adherence but more a self-motivated mining of the English languaculture for self-enriching and self-empowering linguistic, cultural, or communicative resources.	
2015	Cheung, Y. L., Said, S. B., & Park, K. (Eds.). (2015). *Advances and current trends in language teacher identity research*. New York: Routledge.	Consisting of four parts and 17 chapters, this edited volume focuses on the theoretical orientations of language teacher identity, empirical studies focusing on language teacher identity and reflexivity, narrated identities, and language teacher identity in the context of response to changing times.	**C1** **D1**
2015	Huang, I. C., & Varghese, M. M. (2015). Toward a composite, personalized, and institutionalized teacher identity for non-native English speakers in US secondary ESL programs. *Critical Inquiry in Language Studies*, *12*(1), 51–76.	Unlike the majority of the previous studies that looked at teacher identities in adult ESL learning/teaching contexts, this multiple-case qualitative study of four teachers was conducted in U.S. secondary ESL programs. Using the 'identity-in-practice' framework (see Varghese et al., 2005) and focusing on personalized and institutionalized teacher identities (see Tsui, 2007; Liu & Xu, 2011), **Huang and Varghese** challenge the static NES/NNES dichotomy and conclude that teachers' understanding of gender, race, ethnicity, and use of English complicate the linguistic binary of NES/NNES (see Pavlenko, 2003; Trent, 2012).	**A2** **B1** **B2** **D2**
2015	Kayi-Aydar, H. (2015). Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies*, *12*(2), 137–160.	Drawing on the poststructural views and using narrative inquiry, this paper describes how one Spanish language teacher enrolled in an M.A. TESOL program negotiated her Spanish and ESL teacher identities across time and space. By describing and discussing the identity transformation the participant underwent and negotiations she engaged in, the study describes the mutual and complex relationship between teacher identities and agency (see Golombek & Jordan, 2005; Tsui, 2007; Kanno & Stuart, 2011; see also Tao & Gao, 2017).	**A2** **C1** **B3**
2016	Varghese, M. M., Motha, S., Trent, J., Park, G., & Reeves, J. (2016). Language teacher identity in multilingual settings *TESOL Quarterly*, *49*(1), sI, 219–220.	A significant contribution to the field, this is the first special issue in an academic journal that focuses on language teacher identity. In the introductory piece, **Varghese et al.** discuss the current trends and future directions for research on language teacher identity, with a particular emphasis on the following themes: extending and re-envisioning conceptualizations of language teacher identity; expanding the methodological and analytical lenses; moving beyond race, class, gender, and sexual identity in language teacher identity; and promoting identity-based teacher education pedagogies (see Tsui, 2003; Varghese et al., 2005; Motha, 2006; Park, 2012; Trent, 2012; Menard-Warwick, 2013).	**A2** **D2**

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2017	Barkhuizen, G. (2017). *Reflections on language teacher identity research.* New York: Routledge.	This is the first book to present multiple understandings of language teacher identity based on the conceptual and methodological approaches offered by 41 contributors, most of whom are prominent scholars in language teacher identity research. The chapters are narrative in nature as authors present their discussions within biographical accounts of their professional lives and research work. The book also offers directions for future language teacher identity research, with diverse suggestions for research topics and methodological approaches, which might be extremely helpful for doctoral students or early career researchers.	**C1**
2017	De Costa, P. I., & Norton, B. (2017). Introduction: Identity, transdisciplinarity, and the good language teacher. *Modern Language Journal*, *101*(s1), 3–14.	This special issue edited by **De Costa and Norton** focuses on transdisciplinarity and language teacher identity. The six contributions provide insight into the two questions of particular interest to the special issue: In what ways is language teaching "identity work"? And to what extent can a transdisciplinary approach to language learning and teaching offer insight into language teacher identity? In their introductory piece, De Costa and Norton provide an overview of identity research on language learning and teaching as well as theoretical and methodological innovations in language teacher identity research. They conclude with a transdisciplinary approach to language teacher identity drawing on the Douglas Fir Group Framework (DFG, 2016).[9]	**A2** **B1** **C1** **D2** **D3**
2017	Tao, J., & Gao X. (2017). Teacher agency and identity commitment in curricular reform. *Teaching and Teacher Education*, *63*, 346–355.	**Tao and Gao** conducted life history interviews with eight EFL/English for special purposes teachers and collected field notes to examine the interaction of teacher agency and identity commitment to professional development in the curriculum reform context in China. Their findings suggest that teachers' agentic choices were mediated by their identity commitment, which Tao and Gao define as 'the combination of a teacher's professional interests and aspirations' (p. 347). Identity commitment influenced teacher agency in how they positioned themselves and acted toward reforms (see Kayi-Aydar, 2015).	**A1** **A2** **C1** **D1**
2018	Yazan, B., & Rudolph, H. (Eds.) (2018). *Criticality, teacher identity and (in) equity in English language teaching: Issues and implications.* Dordrecht, The Netherlands: Springer International Publishing.	Critically-oriented, this co-edited volume by **Yazan and Rudolph** focuses on the links between language teacher identities, privilege, and marginalization in language education. Consisting of 15 chapters, the book addresses inequity embedded within common binaries, such as NSs/NNSs in the context of ELT. The volume highlights contextual complexity regarding teacher identities and interaction in and outside of the classroom (see Brutt-Griffler & Samimy, 1999; Pavlenko, 2003; Kayi-Aydar, 2015).	**A2** **D2**