

A Systematic Review of Literature of Pre-service and In-service Language Teachers' Identity Construction Process from 2010 to 2022

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ABSTRACT: This systematic review of the literature summarizes the studies conducted on teacher identities through the lens of a variety of concepts. The aim of this paper is to present how language teacher identity is discussed within the concepts, and what literature has to offer in terms of the developmental process of identity construction. A qualitative synthesis of 35 studies was carried out to be able to better understand the psychological and sociological aspects that are discussed to contribute to teacher identity. While many notable studies were conducted on novice and experienced teachers, the literature lacks empirical data on pre-service teacher identity formation (Yazan, 2017). The findings of this systematic review of articles about teacher identity formation of pre-service and in-service teachers from 2010 to 2022 highlight the crucial aspects feeding into teacher identity. Three prominent factors were observed according to the analysis: contextual factors, individual characteristics, and instructional factors. The studies emphasize the crucial role teacher education programs play in shaping the understanding of future images.

Keywords: Teacher education, Teacher identity, Teacher psychology

JEL Codes: I2, I29, Y8

2010'dan 2022'ye Hizmet Öncesi ve Hizmet İçi Dil Öğretmenlerinin Kimlik Oluşturma Sürecine İlişkin Literatürün Sistemik Bir İncelemesi

ÖZ: Bu sistemik literatür taraması, çeşitli kavramlar merceğinden öğretmen kimlikleri üzerine yapılan çalışmaları özetlemektedir. Bu makalenin amacı, dil öğretmeni kimliğinin kavramlar içinde nasıl ele alındığını ve kimlik inşasının gelişimsel süreci açısından literatürün neler sunabileceğini ortaya koymaktır. Öğretmen kimliğine katkıda bulunan psikolojik ve sosyolojik yönleri daha iyi anlamak için 35 çalışmanın nitel bir sentezi gerçekleştirilmiştir. Yeni başlayan ve deneyimli öğretmenlerle ilgili birçok kayda değer çalışma yapılmış olsa da, alanyazında öğretmen aday kimlik oluşumuna ilişkin ampirik veriler eksiktir (Yazan, 2017). 2010'dan 2022'ye kadar hizmet öncesi ve hizmet içi öğretmenlerin öğretmen kimliği oluşumu hakkındaki makalelerin bu sistemik incelemesinin bulguları, öğretmen kimliğini besleyen önemli yönleri vurgulamaktadır. Analizlere göre üç önemli faktör gözlemlenmiştir: bağlamsal faktörler, bireysel özellikler ve öğretimsel faktörler. Çalışmalar, öğretmen eğitimi programlarının geleceğe yönelik imajın şekillenmesinde kritik bir rol oynadığını vurgulamaktadır.

Anahtar Kelimeler: Öğretmen eğitimi, Öğretmen kimliği, Öğretmen psikolojisi

JEL Kodu: I20, I29, Y8

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1. Introduction

Teacher identity, and language teacher identity, in particular, has been a concept of ongoing debate and exploration for many decades. Although its complexity and significance in language learning and teaching are widely acknowledged, "there is very little consensus among scholars about what really constitutes identity, or how it is actually formed and reformed" (Kumaravadivelu, 2012: 56). Due to its changing nature and fluidity, its dependence on context, and its uniqueness from one teacher to another, there are many key aspects of teacher identity yet to be discovered.

Teachers carry responsibilities that extend beyond their job descriptions, often experiencing emotional overload as they navigate their roles. Unlike earlier perspectives that portrayed teachers as "a doer, as an implementer of other people's ideas" (Freeman, 2002: 5), contemporary research recognizes them as "agentic social subjects" (Cross, 2018: 2). In this evolving understanding, teacher identity is perceived as a "dynamic, multifaceted, and co-constructed" (Edwards & Burns, 2016: 735) concept that occurs on personal, professional, and social levels, requiring a holistic perspective for comprehensive examination. Furthermore, Varghese et al. (2005: 22) claim other elements stating that "in order to understand language teaching and learning we need to understand teachers: the professional, cultural, political, and individual identities which they claim or which are assigned to them". Moreover, teacher identity presents an additional layer of complexity, as "we teach who we are", and "teaching like any truly human activity, emerges from one's inwardness" (Palmer, 2017: 2). Thus, considering that identity construction is an iterative process in which the teachers construct and reconstruct their identities through every interaction within their selves and the outer world, and multiple components at play, how such identities are negotiated and what elements at play in this construction process becomes a matter of concern in this study. Considering these aspects, this study aims to delve into the negotiation of teacher identities and identify the elements at play in this construction process. It seeks to address the following research questions:

- 1) How are contextual factors, individual aspects, and instructional elements at play in teachers' identity construction process?
- 2) How are those factors distinguished in feeding into the dynamism of pre-service and in-service teacher identity from 2010 to 2022?

This systematic review of literature on pre-service and in-service language teachers' identity construction process from 2010 to 2022 presents an important investigation in the realm of education. Teacher identity, a complex and influential concept, shapes teaching practices and student outcomes. Unraveling the factors that shape teacher identities is of paramount importance for effective pedagogical strategies and professional growth. By focusing on recent research, this review captures emerging perspectives, shedding light on the evolving landscape of teacher identity. Furthermore, with a specific emphasis on language teachers, who grapple with unique challenges of language acquisition and cultural understanding, this review holds immense potential to elevate language education practices. By meticulously consolidating and synthesizing a wealth of research, this systematic review unveils common themes, identifies research gaps, and delves into ongoing debates, thus laying the groundwork for future studies. The findings of this review, stemming from the research questions at hand, have practical implications, as they can inform teacher education programs, guide professional development initiatives, and influence policy-making, ultimately fostering improved teaching practices and creating enriched learning experiences for students.

2. Methodology

2.1. Literature Search and Selection

This systematic review is guided by explicit inclusion and exclusion criteria in order to present a qualitative synthesis responding to the research questions (Bearman et al., 2012); it is "characterized by being methodical, comprehensive, transparent, and replicable (Siddaway et al., 2019: 751). The literature search was carried out in Scopus and Google Scholar, using the keyword: "language teacher identity". No other keyword selection was made as the scope of this study aimed to understand mechanisms at play without limiting the scope. Therefore, the inclusion of articles conducted with pre-service and in-service participants and/or instructors at universities is an example of inclusion criteria intending not to put boundaries. On the other hand, the study aimed to focus on the last twelve years including the research from 2010 to 2022 since studies with qualitative data collection methods "require multiple close readings" (van Lankveld et al., 2017: 327). In terms of title and abstract screening, book chapters, and article/book

reviews are not included. Focusing on empirical studies would hopefully present more evidence in the process of forming a teacher identity. The final total number of the articles reviewed is 35, with further information given in other sections of this paper.

2.2. Analysis and Synthesis

All studies presented in this paper were carried out qualitatively including interviews, narratives, group discussions, journal entries, and/or other related documents or posts. Some studies used quantitative methods such as questionnaires and observation rating scales in addition to qualitative methods. Thus, this review aims to summarize the data from the selected literature by conceptualizing the mechanisms at play in forming teacher identity. After excluding the studies prior to 2010, duplicate articles were extracted (see Figure 1). Then the analysis of the studies was conducted in three steps which were guided by thematic analysis (Thomas & Harden, 2008). Firstly, in terms of title and abstract screening process, each study was read and coded according to their sample size, design, theoretical framework -if any-, the setting, and the concepts they investigated. It should also be noted that some studies were excluded in this step of the process according to the following criteria: 1) studies including other languages as a foreign language (e.g. Korean as a foreign language), 2) studies focusing on learner identity, 3) systematic reviews or book chapters, 4) studies with content-based classroom instructors from other fields, 5) studies which did not present any direct reference to teacher identity. Secondly, full-text readings were carried out with 35 articles. The same coding procedure was applied for full-text readings as well, and the codes generated in the first step for the sample, design, theoretical framework, and data analysis process were checked again. In addition to validating the codings assigned, missing information about the study design, sample, and methodology from the abstracts was also found and coded accordingly. Third and the last step included multiple readings of the summarized highlights of the studies and compared to seek for any similarities or differences that may enable us to draw a pattern.

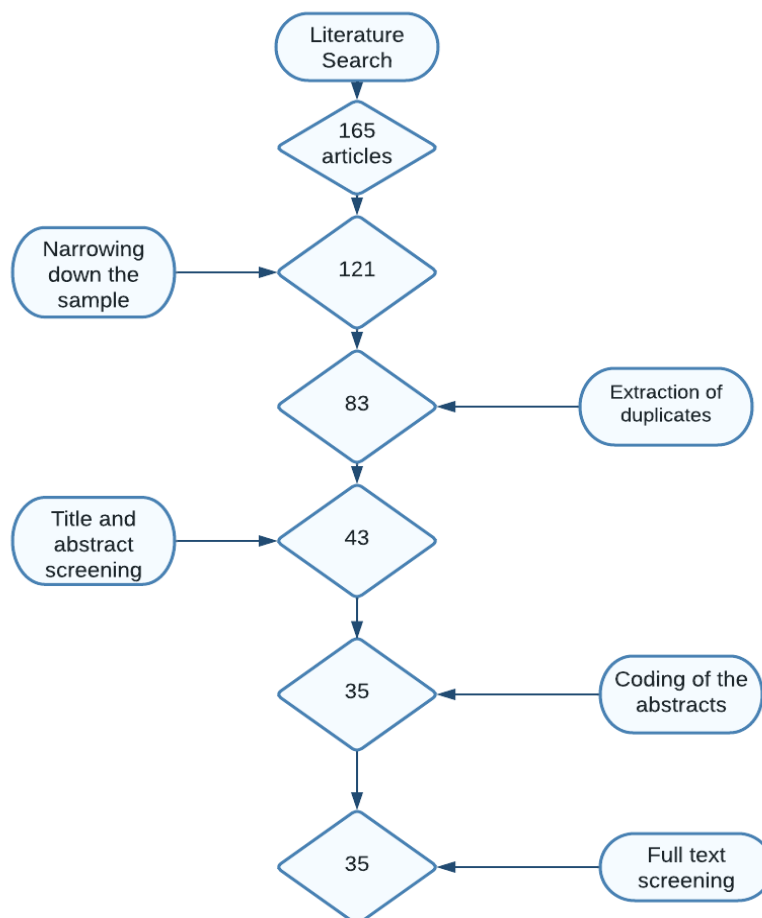


Figure 1. Flow Chart of Article Selection and Analysis Process

2.3. The Distribution of Data Collection Methods and participants

Out of 35 articles, 33 articles were guided by qualitative data collection and analysis methods, with two being conducted using mixed methods (see Figure 2). The qualitative data were mostly obtained from interviews, observations, and narratives. It is worth mentioning that most studies used more than one instrument; therefore, the numbers in the figure represent all.

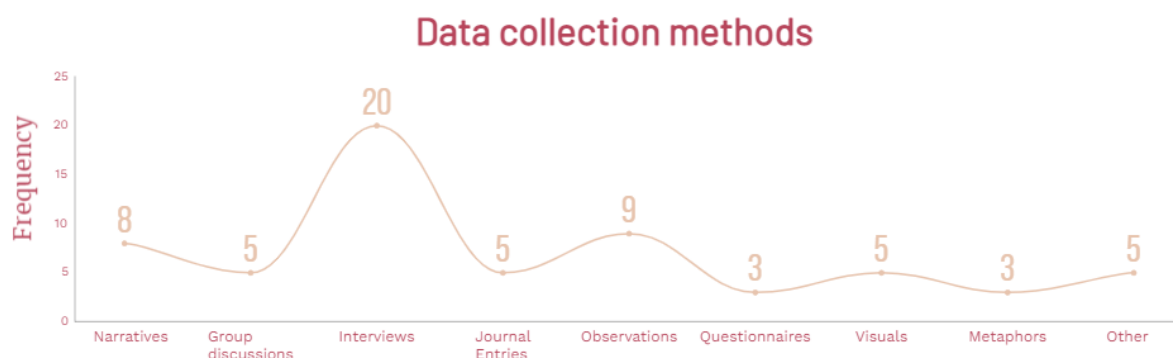


Figure 2. Data Collection Methods of the Articles

The studies included in this research were conducted with pre-service, and in-service English language teachers. There were also MA TESOL students currently working as English teachers, and four studies with college instructors as well. Moreover, most studies were guided by sociocultural, discursive, and/or narrative theoretical frameworks. Figure 3 given below presents the participants' distribution according to the context they work in.

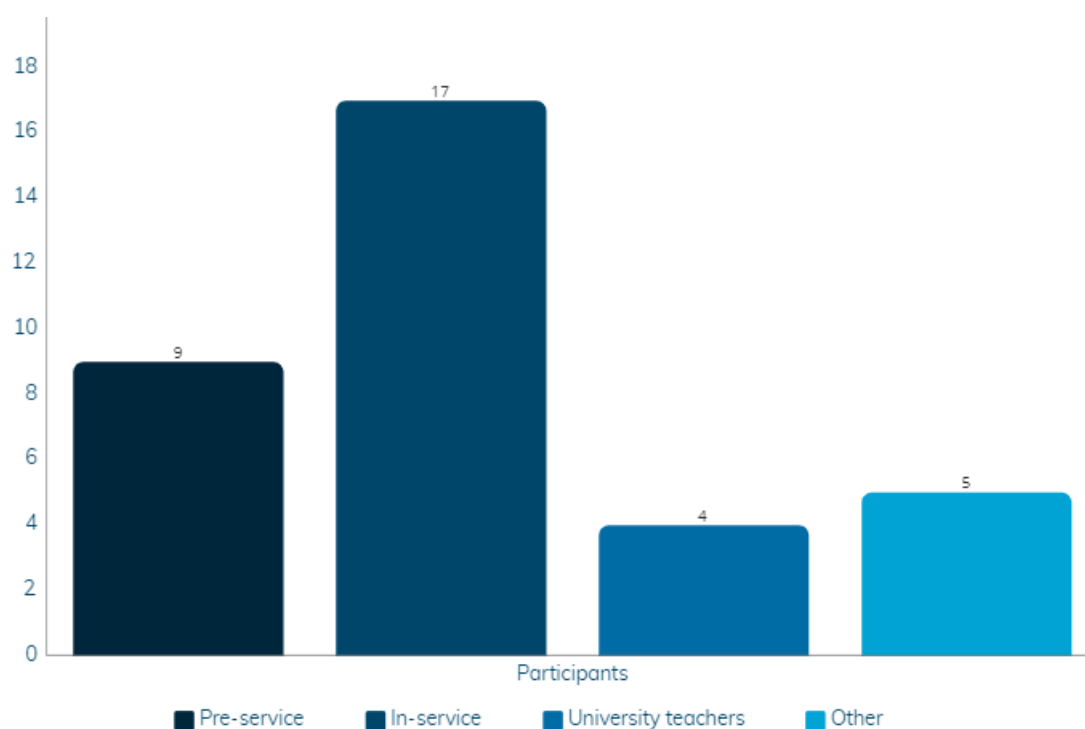


Figure 3. Distribution of Participants

The following sections cover the characteristics and elements at play in English language teachers' developmental process of identity construction by distinguishing them as pre-service and in-service teachers. It should also be noted that the 'other' section includes one Ph.D. candidate, one mixed group (pre-service and in-service, MA, Ph.D. candidates), and three MA TESOL participants. Yet, the studies conducted with a mixed group, university teachers, and Ph.D. candidates were included in in-service teachers in the analysis, while studies with MA TESOL students were included in the results of the pre-service section due to the fact that the participants are still learning to teach together with the observation of their supervisors.

3. Findings and Discussion

This section covers 35 articles conducted with novice and experienced teachers on the concept of teacher identity. After an iterative reading process and coding the abstracts of the articles, full-text readings were conducted in order to comprehend the processes within the contexts the studies were carried out. From the analysis, three key factors contributing to or detaining the participants' identity process emerged: contextual factors, psychological factors, and instructional factors. The categorization created was the same for explaining both the pre-service and in-service teacher identity process although the underlying mechanisms may differ (See Figure 4). Surely, acknowledging that "context is background to main action" (Larsen-Freeman, 2011: 208), studies reviewed also present the impact of teacher education programs and experiences in addition to the individual characteristics of a person together with the psychological process they go through on forming a teacher identity.

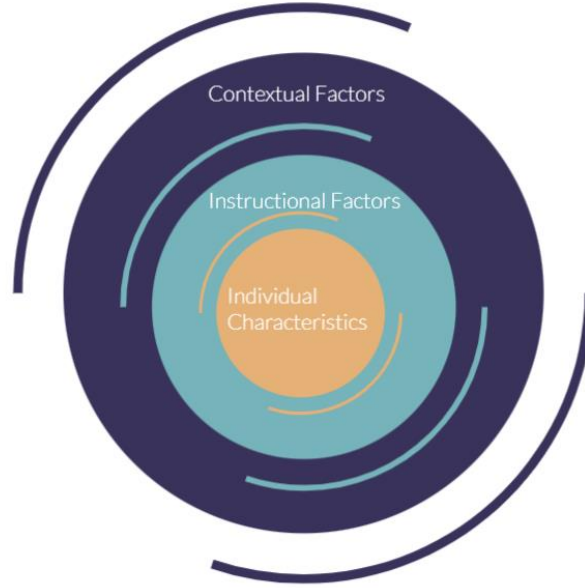


Figure 4. Key elements in constructing teacher identity

3.1. Contextual Factors in the Language Teacher Identity Process

Whether mentioned implicitly or explicitly, it is evident from the studies that forming language teacher identities is bound to the context, that it cannot be separated from the sociocultural and sociopolitical environment as well as the institutions teachers are part of and thus, should be paired with one another. From a sociocultural perspective, research on pre-service teachers put forward how gender discourses influence one's perceptions of their profession, their teaching practices, and the profile they built as to how a good teacher should be. Some studies with pre-service teachers (Raman & Çavuşoğlu, 2019; Hayik & Weiner-Levy, 2019) highlight how the gender roles assigned to women influence female teachers' teaching practices and cause challenges in work life. The influence of traditional gender roles was evident in the participants' career choices, particularly in the teaching profession. Societal expectations often assigned teaching as a suitable occupation for women, consequently constraining their ambitions and freedom in selecting a lifelong vocation. The findings drew a formidable picture of conflicting sociocultural contexts, and the crucial impact on forming a professional identity since dreadful experiences were reflected in either participants' attitudes and perceptions towards teaching, or their teaching practices later on. Another point observed from a study (Raman & Çavuşoğlu, 2019: 80) was how professional identities were boiled down to gendered discourses in that they revolve around "the notions of seriousness and strictness, authoritative teaching and voice pitch" and how female teachers should have a stance, and whether to adopt a masculine or feminine gender role although no specific emphasis was found in the studies conducted with in-service teachers. Therefore, it should be considered that teacher education programs should focus on how gendered identities occur and evolve around under what circumstances in order to prevent built stereotypes against gendered bias that may lead to a negative perception of the teaching profession. Meanwhile, in in-service teacher research, the findings mostly suggested how the change in context leads to the interaction of emotions and identities in that through the understanding of this interaction, how the interplay among many identities of teachers shift, adapt, and

evolve was emphasized (Shahri, 2018; Nazari & Karimpour, 2022). The studies also hinted at how gender is regarded in teaching as a profession, and how it further restrains the developmental process of identity construction when treated as a drawback although the gender factor was found to be more distinctive with pre-service teachers.

From a sociopolitical perspective, the studies reviewed on pre-service teachers drew attention to three prominent notions: power relations, social status of teaching, and labeling the minority. It is clear that educational systems throughout the world follow a hierarchical system built upon a school bureaucracy. What is assigned to teachers' job descriptions, to what extent they are in the decision-making process, and how they perceive themselves and their profession among these conflicts are matters of concern as these factors are found to be at play in feeding the dynamic nature of the teacher identity process. The studies provided evidence of the influence of ongoing arguments on native-nonnative speaker dichotomy as well as bilingual-multilingual teacher labels. It was found that the teachers resisted labeling of 'minority', 'nonnative', and/or 'bilingual/multilingual' in identifying themselves (Rodriguez & Cho, 2011). The studies suggest the importance of giving teachers a voice to speak up for themselves while enabling them to practice their heritage language by creating a positive and comfortable atmosphere although no study with in-service teachers was observed to remark on labelings. In terms of the social status of teaching concerning building a teacher identity, it was highlighted that the sociopolitical context was crucial since one study provided evidence on how the social status of the teaching profession is seen by the participants, and lead them to shape desired and feared professional future envisioning. Participants who live in a context where being a teacher is regarded as a socially valued profession, then the notion of being a teacher is "linked to ideas of success, appreciation and recognition" (Ruohotie-Lyhty et al., 2021: 8), whereas in the contexts where teaching is socially undervalued, and/or has poor recognition or working conditions, the participants were in the need of securing their position or seeking alternative identities to achieve desired identities. Similarly, the social status of teaching was also a determinant for in-service teachers' identity development process in that the articles highlighted how the social status of teaching as a profession has a strong impact on one's attitude towards the profession, how it creates or decreases the sense of commitment (Masoumpanaha & Zarei, 2014), and how it increases the need for social justice and responsibility (Banegas & Gerlach, 2021). Moreover, it was also presented that power relations within the sociopolitical context were found to cause conflicts within and outside the self, create tensions, and further shape future-oriented goals (Lee, 2013; Karimi & Mofidi, 2019).

Lastly, institutional factors were observed to be at play in forming language teacher identity. In terms of research on prospective teachers, it was suggested that work environment dynamics cannot be neglected when teachers are constantly negotiating their identities with each interaction. In parallel with this, the studies put forward how belonging in community practice (Vallente, 2020), negative mentoring, and instructions received from supervisors influence their perceptions about themselves as individuals and as teachers, and therefore their identities (Yuan, 2016). Studies on pre-service teachers indicated that methodological concerns and pedagogical practices demanded by the institutions surpassed the work environment when compared to the institutional factors constituting in-service teacher research which may be because the prospective teachers did not have any work environment at all due to limited time with their practicum experiences. However, institutional elements found in the articles on in-service teachers that influence teacher identity were more than sociocultural, and sociopolitical elements in number. The demands of the institutions from the teachers, relationships with coworkers or supervisors, and the atmosphere of the work environment were among the highlights of the articles. While some studies (Liu & Xu, 2011; Donaghue, 2018; Bowen et al., 2021; Liu & Sammons, 2021) suggested that the workplace creates conflicting selves in that the interplay between the self and the context leads to constructing and reconstructing the identity, thus adjusting itself to the situation to situation in the aim of closing the discrepancy between the identities. Whether public or private sector, it is clear that teachers are not included in the decision-making process, and not having a say in their own profession creates a negative attitude towards the profession in some cases though the articles generally focused on teachers' reflective practices in terms of their career stages.

3.2. Instructional Factors in the Language Teacher Identity Process

The second factor that was highlighted in the articles was instructional factors; that is the factors related to materials development, remaining in between teaching approaches and teaching pedagogies. Teacher candidate studies indicate a desire for creative, selective, and modern teaching approaches, while raising concerns about the availability of ambiguity for inexperienced language instructors still learning their craft (Trent, 2010). Three studies involved in this category presented the following: 1) the

importance of using creative drama in shaping personal and professional identity, how it improves pedagogical practices, increases awareness, and contributes to the process of decision-making while also addressing teachers as drama leaders (Horasan-Doğan & Cephe, 2020); 2) how unitary image of being a good teacher means is challenged by traditional versus modern dichotomies (Trent, 2010); and 3) how material design experiences are linked to re-articulation of teaching practices, and contribute to identity by emphasizing the importance of using metaphors in investigating the concept (de Laurentiis Brandão, 2021).

As for the instructional factors for in-service teachers, the most prominent and common one was how they perceive their role in their educational settings. Teachers instructing younger language learners adapted more sensitive identities in that they describe themselves as mothers, trial judges, and more (Nguyen, 2016), while teachers training older learners such as highschoolers or university students related their identities as a guide, challengers, etc. (Farrell, 2011; Yesilbursa, 2012). These results indicated how learner profiles affect the roles teachers have taken in order to accomplish teaching goals, manage classrooms, and deal with the challenges they encountered. On the other hand, there were some studies whose participants negotiated their identities concerning student achievements, and institutional evaluation, correspondingly putting job setting as a key element (Hussain et al., 2012). These results indicate the interplay between the work environment and instructional pedagogy in that teachers are required to shape their teaching practices and methodologies, even their behaviors in some cases, to adjust themselves to the demands of institutions. Some of the studies also observed teachers' career stages, and how they reacted and reflected on the changes emerging in the educational settings. Some teachers felt conflicts in responding to the changes and adopting new methodologies while some overcame difficulties by reflecting on them. The studies raised concerns about the division of labor within the educational setting (Lee, 2013), institutional evaluations and demands (Hussain et al., 2012), and the conflicts they cause due to the discrepancy between the selves (Kumazawa, 2013; Liu & Xu, 2011), mismatch of goals and/or expectancy in relation with teachers' earlier experiences (Karimi & Mofidi, 2019).

3.3. Individual Characteristics in Language Teacher Identity Process

The third and last theme, individual characteristics, emerged as a prominent factor in feeding the trajectory of forming a teacher's identity. The studies (see Appendix 1) demonstrated four key elements under the notion of individuality: conflicts within the self, earlier life trajectories, sense of belonging, and emotions for pre-service teachers. It was observed that teachers' attitudes towards the professions are informed by earlier experiences either in practicum or earlier school experiences, thus contributing to teachers' professional identities (Yazan, 2017; Villegas, 2020). In other words, it was evident that earlier life trajectories were at play in shaping the teacher's image since experiences have a great impact on creating desired selves, feared selves, and many more self-related identities. Moreover, teachers are found to be influenced by their mentors, instructors, and supervisors from the practicum process in creating desired and/or feared selves (Yuan, 2016). That is, although the selves that are apart from the actual self emerge as a response to certain challenges, and act as an adjustment to decrease the impact of the discrepancy between the actual self and the selves that one tries or avoids to be, the conflicts occurring in an educational context also serve a big part of that challenge. The practicum context from this perspective plays as a catalysator in making sense of teacher behaviors, adjusting pedagogic practices, and creating positive and negative emotions towards self, the profession, and the future trajectories of one's life.

As is the case with pre-service teachers, experienced teachers are no different in that they all have been through psychological phases and challenges that they may find hard to overcome although individual characteristics of in-service teachers were more visible than that of pre-service teachers. Most of the articles reviewed revolved around conflicts within the self. As mentioned before, the gap between one's actual self and ought-to-self for example surely results in conflicts as evident from earlier literature and the studies in this paper. Higgins (1987) claimed that when self-discrepancy occurs, one is likely to experience emotional vulnerability, and it is evident from the studies that there is a strong link between emotions and identity. One study (Shahri, 2018) indicated high emotional attachment to the pedagogy adopted by the teacher that can be traced back to her previous teaching context, while others focused on emotional labor indicating that teachers switched between the identities according to the institutional work as a regulatory mechanism. In addition, it was also seen that emotional experiences as learners, managing conflicts and tensions, aligning agency, previous working contexts, and a sense of membership were among the influential factors in shaping teacher identity. Another commonly emerged notion was

teacher agency and identity as co-constructing concepts, and its ability to affect the course of events whether in relation to multicultural environments or institutional levels (Ruohotie-Lyhty, 2013; Ilieva & Ravindran, 2018; Hiver & Whitehead, 2018; Banegas & Gerlach, 2021; Mansouri et al., 2021; Nazari & Karimpour, 2022). All in all, emotions and agency are found to be crucial aspects of individual characteristics which are at play in constituting teacher identity.

Finally, the most commonly investigated or emerged factors feeding the teacher identity of pre-service and in-service teachers are given in figure 5. The most prominent concepts that emerged from the studies investigating pre-service teacher identity were the gendered discourses in the educational framework, the social status of teaching and its role in envisioning identity, conflicts with adopting teaching pedagogies, and the impact of sociocultural and sociopolitical context on teacher candidates' attitudes towards the profession, and in long term; their identities. On the other hand, when the factors shaping in-service teachers' identity construction process were examined, together with the factors mentioned earlier with pre-service teachers, it was also seen that agency is a crucial factor that is intertwined with teacher identity and acts as a contributor or drawback according to the context the teachers work. Furthermore, due to workplace impact, and/or institutional policies, conflicts within the self were among the common themes presented in the articles. That is, the expectation of the institution, the mismatch between what a teacher is, and what she wants to be and should be was emphasized to cause conflicts. Even more, some teachers developed feared self due to earlier experiences and the disorientation of goals in some cases. Different from pre-service teachers, the factors shaping in-service teachers' identities presented the importance of teacher roles and how teachers develop these roles to adapt themselves to certain situations. Whether these roles contribute to mitigating the tension or cause discrepancy between the selves is beyond this article's scope as no clear implications were made for this issue.

As for concluding remarks on the results, the distribution of factors affecting English language teacher identity (see Figure 5) draws attention to the importance of context in shaping teachers' identities whether they are prospective or experienced. Moreover, it was also seen that instructional elements were of more concern for pre-service teachers while individuality is perceived as more influential for in-service teachers. Although this study does not aim to make a comparison as the scope is limited to 35 articles, the graph below makes emphasizes the issues taken into consideration in teacher education programs for pre-service teachers while it offers suggestions for institutions to pay regard to the individual characteristics of teachers.

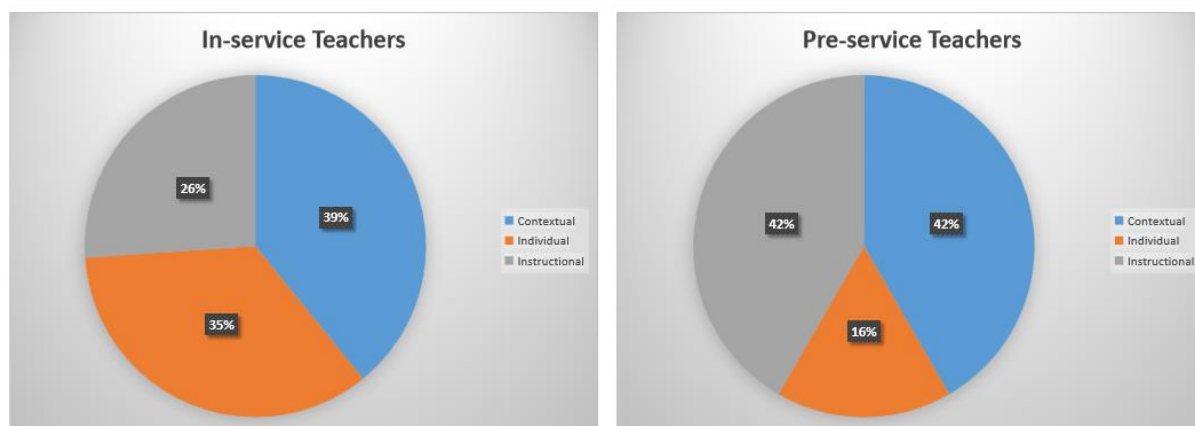


Figure 5. The Comparative Distribution of Themes Affecting Teacher Identity of Pre-Service and In-Service Teachers

4. Discussion and Conclusion

This systematic review of literature aimed to present the emerging factors in feeding teachers' professional identities under contextual, instructional, and individual factors. The analysis of the abstracts, and then the full-text readings of the articles approved the usage of these three themes. Under these factors, several elements were gathered after the coding process of the data. The generated figure above (see Figure 4) gives emphasis on the most commonly found concepts.

First and foremost, understanding the crucial impact of earlier school experiences would help in building a healthier perspective towards the school, the work environment, the system, and eventually

one's identity to be constructed later. Ryan and Irie (2014: 111) acknowledge how crucial the impact of our life trajectories is by claiming that: "How we see ourselves now is very much a function of how we interpret or process past events and experiences". That is perceiving oneself within the framework of others, and/or the critical events that happened in the past shape the way individuals understand themselves, then influence how they identify themselves. The articles reviewed in this paper indicated how the sociocultural and socio-political context teachers live within influence the way they shape their identities. Research acknowledges the importance of school experiences as "a period of compensating, reclaiming, and developing one's sense of self" adding that they are also embedded "in the family due to unreflectively accepted beliefs and perceptions" (Bukor, 2015: 321). Some notable studies also suggest the necessity for greater emphasis on earlier experiences acknowledging their impact on the teacher identity construction process (Sachs, 2005; Sfard & Prusak, 2005; Akkerman & Meijer, 2011; Trent, 2011; Morrison, 2013). In light of the findings from the reviewed articles, it can be inferred that early school experiences play a pivotal role in shaping teachers' perspectives, attitudes, and overall identity. Understanding the impact of these formative experiences is crucial for developing interventions and support systems that promote positive teacher identity formation from the outset.

Among the leading contextual factors, another emerged concept was power relations and role conflicts. Richardson and Watt discuss that "teachers' professional lives are intertwined with their school and community contexts and larger policy frameworks that impinge on their practice" which then eventually impact teachers' identity and motivation dynamically (2018, p. 45). The participants in those studies expressed how school hierarchy played a drawback in their decision-making process, and took action in their teaching practices which then resulted in conflicting selves. It was evident from the articles and in parallel with earlier literature that these conflicts occur when there is dissatisfaction towards the administration, and conflicts between the teachers and the authority (Cox & Wood, 1980) since that school bureaucracy places power and authority to the top while teachers are absent in decision-making process (Tsang, 2016). The presence of power relations and role conflicts within the school environment highlights the need for educational institutions to create inclusive and collaborative cultures. By fostering an atmosphere of shared decision-making and empowering teachers to actively contribute to the educational process, schools can support teachers' professional identities and enhance their sense of agency. In addition to these, it was also observed that teaching is an emotional labor consisting of several hindrances, and challenges growing with experiences and interactions within the community of practice making teacher emotions a matter of concern that should be taken into serious consideration by the stakeholders. The emotional labor involved in teaching is a significant aspect that emerged from the reviewed articles. Acknowledging and addressing the emotional challenges faced by teachers can lead to the development of well-being initiatives and support structures within educational institutions. Prioritizing teachers' emotional well-being can contribute to the overall quality of teaching and promote sustainable career engagement. Therefore, this paper is hereby to accept that role conflicts in teachers' professional life channels teacher identity, assuming that these emotions are in the process of an "ongoing becoming in a context embedded in power relations, ideology and culture" (Zembylas, 2003: 23).

Apart from the outer challenges teachers face, perhaps the most difficult conflict to face is the one within the self. Markus and Nurius (1987: 158) suggest that the possible selves the individuals construct involve cognitive depictions of rooted personal efforts, goals, concerns, and threats that trigger motivation, and therefore they "provide an essential link between the self-concept or identity and motivation". The articles provided evidence for how teachers' workplace and their social environment create expectancy for assigned identities such as ought-to-self that in turn lead to a discrepancy between one's actual self and desired self. Moreover, the teachers also formed feared identities in response to their earlier school or practicum experiences which created positive and negative future trajectories according to the events that occurred in some cases. However, although self-concept differs from individual to individual, and across contexts (Mercer, 2012), it also demonstrates that the aspects of possible selves provide evidence for continuity of identity supporting the fluidity of the self (Markus & Nurius, 1986). The concept of "possible selves" offers valuable insights into the complexity of teacher identity. By recognizing the influence of external expectations and internal aspirations, teacher education programs can foster self-reflection and empower teachers to align their professional identities with their personal goals and values.

By reviewing 35 articles in the literature between 2010-2022, teacher identities were found to be influenced and shaped by a variety of key elements all of which are intertwined with one another.

Although the studies do not aim to make generalizations given that most of them uses case study and acknowledge the individuality of teachers, the concepts that emerged from the studies are quite similar in that they bear the core aspects which contribute to or restrain teacher psychology, instructional practices, and contextual elements. The question here that would require more research to be able to draw a model as a framework would help in understanding the factor differences between pre-service and in-service teachers as they were examined under the same three categories: contextual, individual, and instructional. Because the articles provided evidence for the crucial effect of practicum experiences, and mentoring teachers received, teacher education programs should also give more consideration to teacher psychology, even more than teaching methodologies as some cases suggested. Further studies may adopt a comparative approach in differentiating these notions by constantly comparing and digging into the depths of the teacher identity process.

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Appendix 1

Author/Year	Article Title	Participants	Data Collection
1) Asadolahi & Nushi (2021)	An autobiographical narrative inquiry of academic identity construction of PhD candidates through L2 authorship development	2 PhD candidates	Autobiographic narratives Interviews
2) Banegas & Gerlach (2021)	Critical language teacher education: A duoethnography of teacher educators' identities and agency	Two teacher educators	Oral and written dialogues
3) Bowen and colleagues (2021)	Legitimising teacher identity: Investment and agency from an ecological perspective	Six university teachers	Interviews
4) De Laurentiis Brand~ 5) Ao (2020)	First experiences of teaching EFL in metaphors	Two pre-service teachers	Narrative inquiry (visual, spoken, written)
6) Donaghue (2018)	Relational work and identity negotiation in critical post observation teacher feedback	An experienced teacher and two supervisors	Dyadic post observation feedback meetings
7) Farrel (2011)	Exploring the professional role identities of experienced ESL teachers through reflective practice	Three ESL college teachers	Group meetings
8) Harman & Zhang (2015)	Performance, performativity and second language identities:How can we know the actor from the act?	17 Educators (pre-service, in-service, MA and PhD candidates)	Videotapes of performances, presentations, post-performance discussions Interviews
9) Hayik & Weiner-Levy (2019)	Prospective Arab teachers' emotions as mirrors to their identities and culture	15 Female pre-service teachers	Narrated stories
10) Hiver & Whitehead (2018)	Sites of struggle: Classroom practice and the complex dynamic entanglement of language teacher agency and identity	Four EFL teachers	Video-recordings of lessons Reflective journal entries Interviews
11) Horasan-Doğan & Cephe (2020)	The effects of creative drama on student teachers' creative pedagogy and identity	15 pre-service teachers	Video recordings of drama workshop Reflective diaries Focus group interviews
12) Hussain and colleagues (2012)	Teachers Identity in the Modern World, and the Factors which Shape them up Professionally and Psychologically	20 ESL teachers	Questionnaire Narratives
13) Karimi & Mofidi	L2 teacher identity	Two EFL teachers	Interviews

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(2019)	development: An activity theoretic perspective		Class observations Instagram posts
14) Kumazawa (2013)	Gaps too large: Four novice EFL teachers' self-concept and motivation	Four EFL teachers	Interviews
15) Lee (2013)	Becoming a writing teacher: Using "identity" as an analytic lens to understand EFL writing teachers' development	Four EFL teachers	Interviews Classroom research reports
16) Liu & Sammons (2021)	Teaching in the shadow: Explorations of teachers' professional identities in private tutoring institutions in China	10 EFL teachers	Interviews
17) Liu & Xu (2011)	Inclusion or exclusion?: A narrative inquiry of a language teacher's identity experience in the 'new work order' of competing pedagogies	An EFL teacher	Narrative inquiry
18) Mansouri, Molana & Nazari (2021)	The interconnection between second language teachers' language assessment literacy and professional agency: The mediating role of institutional policies	13 EFL teachers	Questionnaire Classroom observations Simulated recalls Interviews
19) Masoumpnah & Zarei (2014)	EIL, Iranian Teachers' Professional Identity and Perception of Professional Competence	25 EFL teachers	Questionnaire Interviews
20) Nazari & Karimpour (2022)	The role of emotion labor in English language teacher identity construction: An activity theory perspective	10 EFL teachers	Interviews Narrative frames
21) Nguyen (2016)	Metaphors as a window into identity: A study of teachers of English to young learners in Vietnam	Six EFL teachers	Life story interviews with metaphors
22) Raman & Çavuşoğlu (2019)	I want to shout "like a man": Gendered discourses among EFL teachers	Three pre-service teachers (*they also participated as in-service teachers)	Classroom discussions Interviews
23) Rodriguez & Cho (2011)	Eliciting critical literacy narratives of bi/multilingual teacher candidates	Two studies combined: 1) 19 pre-service teachers 2) Five pre-service teachers	1) Narrative inquiry 2) Participatory action research
24) Ruohotie-Lyhty (2013)	Struggling for a professional identity: Two newly qualified language teachers' identity narratives during the first years at work	Two EFL teachers	Narratives
25) Ruohotie-Lyhty,	Language teacher identities as	121 EFL teachers	Visual-textual method

Aragão & Pitkänen-Huhta (2021)	socio-politically situated construction: Finnish and Brazilian student teachers' visualisations of their professional futures		
26) Shahri (2018)	The development of teacher identity, emotions and practice: Before and after graduation from an MA TESOL program	An MA TESOL candidate	Interviews Observations Lesson plans
27) Steadman, Kayi-Aydar & Vogel (2018)	From college composition to ESL: Negotiating professional identities, new understandings, and conflicting pedagogies	Six MA TESOL students	Interviews Online discussion posts Written reflection reports
28) Stickler (2011)	Investigating language teachers' ideals in images and interviews	Two EFL teachers	Drawings Interviews
29) Trent (2010)	From rigid dichotomy to measured contingency. Hong Kong preservice teachers' discursive construction of identity	Six pre-service teachers	Interviews
30) Vallente (2020)	Framing pre-service English language teachers' identity formation within the theory of alignment as mode of belonging in community of practice	Four pre-service ELT teachers	Interviews Narratives
31) Villegas, Varona & Sanchez (2020)	Student teachers' identity construction: A socially-constructed narrative in a second language teacher education program	Six pre-service EFL teachers	Narratives Reflective journals
32) Yang, Shu & Yin (2021)	'Frustration drives me to grow': Unraveling EFL teachers' emotional trajectory interacting with identity development	Three EFL teachers	Interviews
33) Yazan (2017)	It just made me look at language in a different way:" ESOL teacher candidates' identity negotiation through teacher education coursework	Three Pre-service MA TESOL students	Interviews Classroom observations Documents analysis
34) Yesilbursa (2012)	Using metaphor to explore the professional role identities of higher education English language instructors	35 instructors at universities	Metaphors
35) Yuan (2016)	The dark side of mentoring on pre-service language teachers' identity formation	Two pre-service ELT teachers	Interviews Field observations Weekly journals