A Systematic Review of Research on English Language Teacher Education Published in Three Flagship Journals (1997-2016)

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Abstract

Systematic reviews of research with a focus on methodological and thematic concerns are being increasingly popular considering their roles in helping researchers keep track of recent topical trends and up-to-date research tendencies in a particular field. This review of research probes into the research studies on English language teacher education (ELTE) published in three flagship teacher education journals (Teaching and Teacher Education, European Journal of Teacher Education, Journal of Teacher Education, N=139) in the last two decades (1997-2016). The articles were classified and analyzed on a collaborative coding basis through a paper classification template designed by the researchers in order to reveal the research design, sampling, data collection tools and data analysis procedures as well as the thematic trends. The prominent findings are as follows: (i) there is a significant increase in the number of ELTE articles in the second decade in comparison to the first ten years, (ii) qualitative research has been the evergreen paradigm adopted in these articles, and (iii) *identity* construct is highlighted as the most established area of research on English language teachers.

İngilizce Öğretmeni Eğitimi Alanında Yayımlanmış Araştırma Makalelerinin İncelenmesi: Önde Gelen Üç Dergi Özelinde Sistematik Bir Analiz (1997-2016)

Öz

Metodoloji ve tema odaklı yapılan sistematik derleme çalışmalarının sayısı gün geçtikçe artmaktadır. Bu tür çalışmaların sayısının artması, araştırmacıların kendi alanlarında yapılan çalışmaların konusal yönelimlerinin ve dağılımlarının takibini kolaylaştırması bakımından önemlidir. Ayrıca, sistematik derlemeler, bir alanda yapılan çalışmaların metodolojik eğilimlerinin belirli bir zaman içinde uğradığı potansiyel değişimleri de araştırmacılara etkin bir şekilde sunar. Bu çalışma, öğretmen eğitimi alanında uluslararası düzeyde öne çıkan üç önemli dergide son 20 yılda (1997-2016) yayımlanmış olan İngilizce öğretmeni eğitimi alanındaki araştırma makalelerinin sistematik bir incelemesidir (N=139). Elde edilen makaleler araştırma deseni, örneklem, veri toplama araçları, veri analiz yöntemleri ve konu dağılımları bakımından incelenmiştir. Makaleler, araştırmacılar tarafından hazırlanan makale sınıflama şablonu kullanılarak işbirlikli kodlama yöntemiyle sınıflandırılmış ve analiz edilmiştir. İncelenen çalışmalara ilişkin ortaya çıkan temel bulgular şunlardır: (i) ilk on yıla kıyasla, ikinci on yılda (2007-2016) söz konusu dergilerde İngilizce öğretmeni eğitimi ile ilgili yayımlanan çalışmaların sayısında önemli bir artış görülmüştür. (ii) Nitel araştırmanın, incelenen makalelerde 20 yıllık dönemde her zaman en çok benimsenen paradigma olduğu belirlenmiştir. (iii) *Kimlik* kavramının İngilizce öğretmenleri üzerinde en çok çalışılan konu olduğu saptanmıştır.

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Introduction

In parallel with the universal proliferation of research studies in many academic disciplines, recently, there has been a notable increase in the number of systematic reviews of research studies in all the academic subjects. These systematic reviews help to raise domain-specific awareness and track topical changes and research trends (Gülmez & Yavuz, 2016). In addition, they serve to demarcate the advancement of knowledge in a particular field over time (Hallinger, 2013). Considering the summative and cumulative results of these investigations, they apply not only to the publishers of educational research journals and educational research practitioners, but also to the course instructors of research methodology (Hsu, 2005). Practically speaking, such reviews keep researchers informed about research trends and tendencies in any particular research field in a way that leads them to discover and implement novel methodological patterns and to avoid topical overlaps. These considerations point to the need to conduct systematic reviews of research periodically. With these virtues of systematic reviews in mind, the present study analyzes the research studies on ELTE published in the three flagship teacher education journals in the last two decades (1997-2016), with specific reference to their thematic trends and methodological paradigms including research design, participants, data collection tools and data analysis procedures. These journals include Teaching and Teacher Education (TATE), European Journal of Teacher Education (EJTE) and Journal of Teacher Education (JTE).

A thorough review of the literature reveals the availability of systematic research reviews in the broad field of education as well as more specific fields of educational research. The focus of these studies range from educational sciences, educational research (Adıgüzel & Ergünay, 2012), methods and procedures (Hsu, 2005), to educational technologies (Göktaş, Küçük, et al. 2012; Hrastinski & Keller, 2007) and educational administration and leadership (Karadağ, 2015; Turan, Karadağ, Bektaş & Yalçın, 2014). In addition to these, research reviews on the teaching and learning of different fields are also available in the literature. Some of these are concerned with adult education (Kılıç & Arslan, 2016), psychological counseling and guidance (Seçer, Ay, Ozan & Yılmaz, 2014), environmental education (Erdoğan, Marcinkowski & Ok, 2009), biology education (Gül & Sözbilir, 2016), science education (Cavas, 2015; Lee, Wu & Tsai, 2009; Tsai & Wen, 2005), mathematics education (Yücedağ & Erdoğan, 2011), preschool education (Yılmaz & Altınkurt, 2012) and special education (Yıldız, Melekoğlu & Paftalı, 2016). With regard to the research reviews of English language teaching and teacher education which is also the focal point of the present review, studies alike can be mentioned (Alptekin & Tatar, 2011; Avalos, 2011; Gao, Liao & Li, 2014; Hussein, 2015; Kleinsasser, 2013; Mutlu, 2015; Özmen, Cephe & Kınık, 2016; Vélez-Rendón, 2002).

Given the time slot and number of the studies investigated in the reviews listed above, the present review of research is rare of its kind in terms of the time period it encapsulates (articles published during a period of twenty years, between 1997 and 2016), the number of repository of articles (close to 3400), as well as the amalgamation of mere ELTE articles in highly reputable teacher education journals.

Research Questions

1. What are the general themes of the studies published?

2. How are research design of the studies organized and reported?

Methodology

The purpose of this systematic review of research is to reveal the thematic and methodological trends and tendencies in the research studies on ELTE published in three flagship journals in the last two decades (1997-2016). Situated around an international teacher education policy and perspective, the three musketeer teacher education journals under review aim to provide a globally respected forum for considering the practice and research in teacher education. With specific focus on the guiding dimensions of pre- and in-service teacher education, the audience of these journals includes all those having a professional concern with or interest in the education of teachers from all disciplines and levels. With their long-standing publication background in excess of thirty-one, thirty-four, and sixty-six years respectively, a review of the studies on ELTE published in these journals would surely provide an

overarching picture of topical and methodological orientations in the field. Table 1 provides overall information regarding the journals under scrutiny.

Table 1. Information regarding the journals under scrutiny

Journal	Start date	Publication frequency	Publisher	ISSN
Teaching and Teacher Education	1985	8 times/year	Elsevier	0742-051X
European Journal of Teacher Education	1982	5 times/year	Taylor & Francis	1469-5928
Journal of Teacher Education	1950	5 times/year	SAGE	1552-7816

The data for this study were reached through document analysis, a systematic procedure for reviewing or evaluating documents (Bowen, 2009). The initial repository of articles included all the published papers in the related journals between 1997-2016, which amounted to close to 3400 papers irrespective of the special and regular issues. In the next step, these articles were subjected to one-by-one sifting process for the research focus by looking into the paper title, abstract, keywords and focal words including "foreign language, English, EFL, ESL, TESOL, TEFL" throughout. This process, which adopted a wide base selection criteria by including not only the targeted papers but also those which were even slightly likely to relate to the research concerns somehow, came up with a total of 827 tentative repository of papers. Then, these articles were classified through a paper classification template which included the following categories: volume, number and publication dates, paper title, theme(s), participants, research paradigm, data collection tools and analysis procedures. Further criteria below were then applied to these articles, resulting in 139 core papers for the analysis ($n^{TATE}=104$, $n^{JTE}=19$, $n^{EJTE}=16$).

1-Only data-based research studies were included. Review essays were excluded.

2- The inclusionary focus was merely on the research on English language teacher educators, teachers, students and other related parties in the context of pre- and in-service English language teacher education and the teaching and learning of English. Therefore, studies with a focus on other languages were not included. If ELT teachers or students were investigated together with those of other disciplines such as mathematics, physics, arts etc., these papers were not included either.

3- If the English language teachers and learners were the subjects of the research on some non-field general education topics such as ethics, racial discrimination, equity in education etc., these studies were kept out. Only the articles that were shaped around the theory and practice of ELT were included.

The remaining core articles *(N=139)* were then examined based on their themes, research design, sampling, data collection tools and data analysis procedures (figure 1). The findings are reflected through descriptive statistics and summative interpretations based on the reportability of the data.
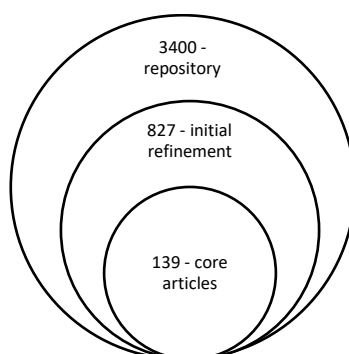

Figure 1. The number of articles refined in the process

Findings

Figure 2 shows the distribution of the core papers per year *(N=139)*. This distribution indicates a significant increase in the number of ELTE studies in the second decade *(n=109)* when compared to the first ten years *(n=30)*.
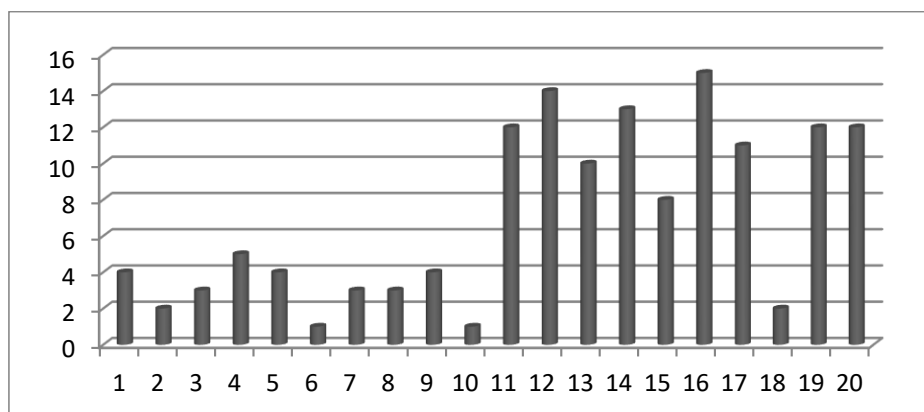

Figure 2. The distribution of the data-based ELTE studies across years

Research Question 1: What are the general themes of the ELTE studies?

The general themes of the core articles and their distribution in numbers and percentages are given in Table 2.

Table 2. Themes of the core articles

	f	%
Teacher identity	20	12
Professional (knowledge)/development	16	10
Teacher&learner variables (e.g. attrition, behavior, judgment, attribution, decision-making, autonomy, self-concept etc.)	16	10
Teaching and learning issues	15	9
Teacher/teacher educator roles (including mentorship, supervision)	14	8
Technological tools	10	6
Student teaching	8	5
Reflective teaching/thinking	7	4
(Teacher) research / (use)	6	4
Cultural issues	6	4
Testing, assessment, evaluation	5	3
In-service training	5	3
Emotion	4	2
Practicum	4	2
Language skills	4	2
Language-related issues	4	2
Curricular studies	4	2
Abroad experiences	3	2
Classroom interactional patterns	3	2
Motivation	3	2
Efficacy	3	2
Material use	2	1
Critical thinking	2	1
Lesson study	2	1
Other issues (parental involvement, metaphor)	2	1

*Some of the articles cannot be limited to one major theme. Therefore, the total number of the themes is (>139) = 168.

As can be seen in Table 2, the ELTE research studies include a range of 25 different themes, comprising a total of 168. This number being higher than the number of the studies examined *(N=139)* is because of the fact that some studies cannot be classified in a single theme as they focus on more than one topic. The top five popular themes are teacher identity *(n=20, 12%)*, professional knowledge/development *(n=16, 10%)*, teacher learner variables *(n=16, 10%)*, teaching and learning issues *(n=15, 9%)* and teacher roles *(n=14, 8%)*, amounting to nearly half of the total studies. The least studied themes are material use *(n=2, 1%)*, critical thinking *(n=2, 1%)*, lesson study *(n=2, 1%)* and other issues *(n=2, 1%)*.

Research Question 2: How are research design of the studies organized and reported?

Research Paradigm

The research designs of the studies according to years are provided in Figure 3.

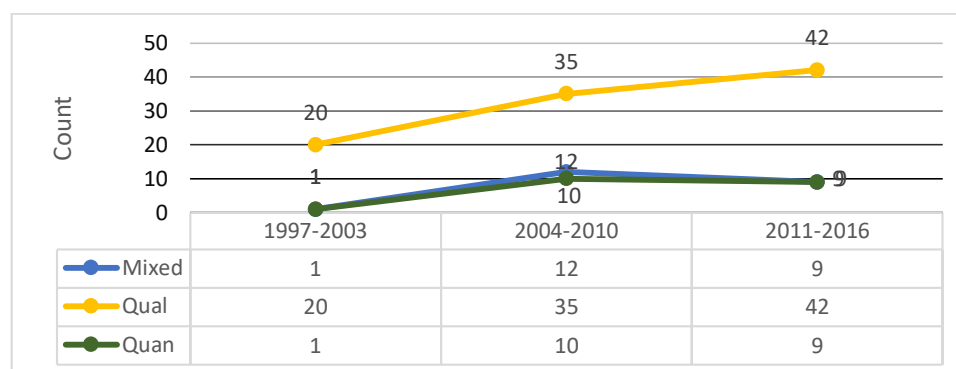|	1997-2003	2004-2010	2011-2016
Mixed	1	12	9
Qual	20	35	42
Quan	1	10	9

Figure 3. Research paradigms of the core articles

It is clearly understood from Figure 3 that qualitative research has been the dominant paradigm among the ELTE studies in all three time periods whereas quantitative and mixed-method studies, if limited, appeared only in the last two periods in real terms, following a similar trend. The total number of ELTE studies has drastically increased from the period of 1997-2003 *(n=22, 15.8%)* to 2004-2010 *(n=57, 41%)*, and then preserved this uptrend in the period of 2011-2016 *(n=60, 43.2%)*.

Research Participants

The distribution of the studies according to study groups is given in Table 3.

Table 3. The distribution of the studies according to study groups

	Pre-service English Language teachers only	In-service English language teachers only	METSEP**	Other/ Combined*
f	35	59	7	38
%	25.2	42.5	5	27.3

* Mentor + pre-service English language teachers(*n*=6), in-service English language teachers & teacher educators(*n*=4), pre-service English language teachers & teacher educators(*n*=4), in-service English language teachers & pre-service English language teachers(*n*=3), mentor & in-service English language teachers(*n*=3), mentor & teacher educators & pre-service English language teachers(*n*=3), in-service English language teachers & English learners(*n*=3), supervisor & pre-service English language teachers(*n*=3), pre-service English language teachers & in-service English language teachers & supervisor(*n*=1), in-service English language teachers & English department heads in the school & consultants(*n*=1), ELT researchers & in-service English language teachers(*n*=1), ELT teacher educator & ELT researcher & in-service English language teachers(*n*=1), parents and their children & in-service English language teachers(*n*=1), ESL learners & in-service English language teachers & administrators(*n*=1), deputy head & English language teachers & ESL learners and their parents(*n*=1), program facilitator & SLA expert & teachers of English learners(*n*=1), pre-service English language teachers & English learners(*n*=1).

** Mentors-Trainers-Supervisors-Experts-Paraprofessionals

As shown in Table 3, a considerable number of the ELTE studies are carried out with English language teachers only *(n=59, 42.5%)*, and thirty-five *(25.2%)* of the 139 studies with pre-service

English language teachers only. Seven *(5%)* of the studies focused on METSEP. More than a quarter of all the studies were conducted with combined groups of participants ranging from parents to administrators, from consultants to program facilitators *(n=38, 27.3%)*. It can be said that although the samples of these studies are combinations of different participant groups, and so classified as other/combined, pre- and in-service English language teachers still constitute the backbone of the study groups worked with.

Data Collection Tools

The data collection tools used in the ELTE studies (as named by the authors) are given in Table 4.

Table 4. The data collection tools used in the studies

Type	Data Collection Tools	f	%
Quantitative data collection tools	Questionnaire/survey	24	52
	Scale	9	19.5
	Test (pre-post test, assessment tasks etc.)	8	17.5
	Inventory	5	11
	Total	*46*	*100*
Qualitative data collection tools	Interview	101	31.4
	Observations & field notes	43	13.4
	Discussion & meetings (e.g online,reflective, class discussions)	20	6.2
	Journals	17	5.3
	Documents (course, curriculum, teacher documents, syllabi etc)	17	5.3
	Sub-total	*198*	*61.6*
	Total	*321*	*100*

When the articles were examined in detail, a total of 46 quantitative and 321 qualitative data collection tools were reported to be used by the authors of the studies. As can be seen from Table 4, the most often used quantitative data collection tools are questionnaires *(n=24, 52%)* and the least used ones are inventories *(n=5, 11%)*. While classifying the data collection tools, the statements of the authors were taken into consideration that means the type/name of the tools were noted just as the authors of the articles stated. For qualitative data collection tools, a total of 321 were identified. As more than one data collection tool can be used in one study, as expected, the number of total tools used is higher than the number of the studies in total. The number of qualitative data collection tools used in one single study ranged from 1 to 7. Of this great number and various types of tools, five most frequently used ones are also given in Table 4. These top five qualitative data collection tool types (interview, observations & field notes, discussion & meetings, journals, documents) make up more than half, in fact nearly two thirds, of all the qualitative tools used in ELTE studies *(n=198, 61.6%)*. Interviews *(n=101, 31.4%)* comprise almost one third of all the qualitative tools. Journals and different types of documents are equally the least preferred data collection tools *(n=17)* of the top five. Among the rest one third of the qualitative data collection tools used in the studies, a wide range of tools were used including e-mail threads, artefacts, mentoring logs, photographs, microteaching videos, narratives, and reflective accounts.

Data Analysis Patterns

Table 5 shows the quantitative data analysis techniques. Again, it is important to highlight that it is possible for one study to include more than one data analysis technique, while in another the author might not have defined any.

Table 5. Quantitative data analysis techniques defined by the authors of the studies

Quantitative data analysis	f = %
Descriptive tests (f, %, X, S)	41
Correlation tests	10
Regression tests	8
t-test	7
ANOVA/ ANCOVA	6
Factor/Principal Component Analyses	5
MANCOVA	3
Z-test	3
Chi-square	2
Structural equation modelling	2
Wilcoxon signed rank test	2
Mann Whitney U	2
Cluster analysis	2
Binominal tests	1
Friedman's test	1
IRT-scaling analysis	1
Jonckheere-Terpstra test	1
Multilevel mediation analysis	1
One-dimensional Rasch model	1
Structural analysis	1
Total	**100**

As understood from Table 5, quantitative analysis techniques were used a hundred times in the ELTE studies. Most of them are descriptive analyses *(n=41, 41%)*. Correlation and regression analyses were widely used by the researchers *(n=18, 18%)*. More than half of the analyses consist of either descriptive statistics or basic correlational or difference statistics.

The top five qualitative data analysis techniques as stated by the authors are constant comparison *(n=21)*, inductive reasoning *(n=13)*, grounded theory *(n=12)*, content analysis *(n=9)* and thematic analysis *(n=8)*. In some of the qualitative studies, there were no defined analysis techniques or were nebulous while in some, there were more than one labelling. In some others, more than one analysis technique could be used concurrently, or sometimes instead of naming the technique itself, the authors preferred to explain the process in detail, making the identification of the technique a complicated process. In addition, when, as the researchers, we tried to identify or label the technique out of the author(s)' accounts, it was not easy for us to reach a consensus since it did not seem possible to predict exactly what the author thought in the first place. While it was also possible that some techniques could be identified from the author(s)'s accounts and could be added into the groupings mentioned above, we did not do so because the credibility of the possible inferences would be questionable. Therefore, it is again noteworthy to remind that while classifying these techniques, just the namings of the authors were taken into consideration. Among the rest of the qualitative analysis techniques defined by the authors, a variety of procedures can be mentioned including conversation analysis, discourse analysis, domain analysis, collaborative analysis, interconnected model, post-structural analysis and so on. Six qualitative data analysis programs were also identified, which are NU*DIST, HyperResearch®, NVivo, ATLAS.ti, Transana, and AntConc.

Discussion

While this review of research has revealed the research patterns of the core articles in terms of several research components, we determined three emergent findings that deserve a detailed elaboration. These include the unignorable boom in ELTE research in the past decade in the journals under scrutiny, the dominance of qualitative research paradigm throughout, and the recently emerging popularity of English language teacher identity research in the related journals.

The recent revival in research on language teacher education

Just to start by tracing the trajectory of research on second and foreign language teacher education (hereafter, SLTE for unity), it is now more than three decades when Bernhardt and Hammadou (1987) reviewed the SLTE research literature between 1977-1987 and located only 78 articles, only eight of which were research-based. Likewise, it was two decades ago when Freeman and Johnson (1998) reported that only 9% of the papers published in *TESOL* Quarterly between 1980-1997 were related to language teacher education issues. These reviews revealed, anomalously though, the inconsistency that SLTE research literature was remarkably narrow in comparison to the considerable wideness of literature on language teaching and learning (Velez-Rendon, 2002). However, the recently emergent perspective which reconceptualizes SLTE and establishes a research-based approach to language teacher education, the need to understand how teachers' professional lives evolve (Velez-Rendon, 2002), and the emphasis on the nature of the new knowledge base and learning how to teach (Wright, 2010), have today resulted in a better grasp of the centrality of SLTE research. In the present review, the striking increase reported in the number of ELTE studies in the second decade (2007-2016, *n*=109) in comparison to those published in the first ten years (1997-2006, *n*=30) needs to be seized within this intellectual shift. The findings of this review is not only a quantitative but also a paradigmatic representative of the change in SLTE research in terms of the dominant research paradigm and topicality it has documented (i.e. qualitative research paradigm and teacher identity, respectively, to be elaborated in the following parts). The inclusion of research in SLTE today, and the transformative approach spurred by reflective practice now enables to consider SLTE as the commencement of a long professional journey since the millennium (Wright, 2010). And it is qualitative methodologies such as case studies and narratives that pave the way for getting the experiential, contextual and social meaning behind that journey, which directly relates to teachers' emergent identity and professional development within the context in which they work and the classes in which they teach.

Despite the unprecedented and continued growth in SLTE research and theory in the past decade (Velez-Rendon, 2002), as also substantiated by the present review, it seems to be the case that "much more research is required to establish the true extent to which new conceptualisations of the process of learning-to-teach second languages guides SLTE practice" (Wright, 2010, p. 259). What is more, we need to portray a better understanding of what teachers do, what they know about language teaching, how they think about their practices and how these thinking processes are obtained through SLTE and informal teaching experiences (Freeman & Richards, 1996). Given these accounts, today, SLTE serves a promising field of inquiry with the emic research perspectives for the discovery of introspective trajectories of practice through qualitative tools (e.g. narratives, ethnographies) as well as with the etic research underpinnings to guide and position teacher practice in the socio-cultural context under investigation.

Qualitative research today reigns supreme

As illustrated in the present review findings, qualitative research design had the leading position in conducting ELTE studies in all the research periods specified (1997-2003, 2004-2010, 2011-2016), with the incontrovertible popularity of interviews as the main data collection instrument, followed by observations and field notes. These findings need to be handled with the company of systematic reviews of second and foreign language teaching research due to topical and instructional commonalities. The present review findings have much in common with and parallel those of Harklau (2011) which focused on qualitative research trends in peer reviewed journals on second language teaching and learning indexed in Linguistics and Language Behavior Abstracts. While in upwards of 230 research papers over the past six years, qualitative work in SLA highlighted with its robustness, the most frequently used qualitative data collection techniques were reported to be interviews as by far the most commonly employed tool. Others included structured and unstructured observations, audio- and video-recordings of interaction, as well as collections of print artifacts. A glance at Figure 3 shows us that the number of qualitative data-based studies published in the last period (2011-2016, n=42) in the related journals more than doubled those published in the first period (1997-2003, n=20). This overlaps with the recent uptrend in qualitative research in SLA field (e.g. Gao, Li, & Lü, 2001; Lazaraton, 2005) which was foreseen by Lazaraton (1995) more than two decades ago. While the number of qualitative papers published in major journals in the early 1990s was limited, Lazaraton reported, "whether 10 years hence qualitative research

will be on an equal footing with quantitative research in how frequently it is employed and how it is received by the profession" (p. 467). Naturally, as a corollary of the realization of this prediction recently, language teaching and learning journals tend to be a lot more welcoming to the publication of qualitative work than they were in the early 1990s (Benson, Chik, Gao, Huang & Wang, 2009).

The above portrait needs to be furthered in terms of qualitative versus quantitative debates, not as complete gainsayers of one another though, and accordingly, with the transitional perspective from positivist to post-positivist stances of research. For quantitative purists who lean strongly toward positivist stance, educational researchers should detach themselves from their emotions and objects of the study and empirically verify their hypotheses, while qualitative purists argue for the impossibility of differentiating fully causes and effects, thinking that logic flows from specific to general (Guba, 1990; Johnson & Onwuegbuzie, 2004). In the present review, it was understood that the qualitative research tools often drew on the value and supremacy of narrative, discourse and reflexivity not only with their data collection instruments but also through data analysis and interpretation processes, in an effort to capture the complexity of meaning behind the experiences of pre- and in-service English language teachers and teacher trainers. This appears to be very typical of post-positivist research stance in the sense that this paradigm emphasizes meaning and the relationship between language and meaning (Ryan, 2006) by "play[ing] an integral role in constructing reality and experience, the ways that we know and understand the world…"(p. 23). With the rise of qualitative research as the alternative when post-positivist school of thought began to dominate (Reimer, 1996), and after a decade which questioned the reliance on quantitative methodologies as noted by Magnan (2005) (in the editorial message for the special issue of The Modern Language Journal on Methodology, Epistemology, and Ethics in Instructed SLA Research), "our discipline now embraces a variety of qualitative methods as accepted, or even preferred, methods of inquiry" (p. 315). However, though, qualitative research is yet to incapsulate the study of a variety of other contexts and languages (Harklau, 2011) as well as the study of the students and teachers of other languages.

Identity construct: the established area of research on language teachers in the past few decades

A former mechanistic view toward teaching assigned language teachers the role of a technician in charge of applying the right methodology for students to acquire the target language, and, with the popularization of classroom-based research, classrooms are increasingly seen as complex settings that are not contented with simplistic cause-effect models of teaching methodology (Varghese, Morgan, Johnston & Johnson, 2005). Synchronously, the last two decades have witnessed a transformation of focus in learning theory from cognitive to social understanding of the nature of teacher learning (Pennington & Richards, 2016). As a result of these shifting directions, inevitably, there has recently been an explosion of scholarly focus on language teacher identity and teacher development (Wright, 2010), as a dynamic construct shaped by the social, political and cultural context in which the teacher works. This recent explosion of interest in language teacher identity is clearly represented through the present review of research. In the research papers published in TATE, EJTE and JTE journals, it was not until 2003 that language teacher identity research appeared. From 2003 to the end of 2016, twenty language teacher identity-focused articles were published. Sixteen of these articles were published only in the past seven years. These articles deliberated on language teacher identity from several research dimensions such as identity and discourse, falling on a continuum from identity formation and change to identity development and construction under the effects of different communities of practice (CoPs), reflective classroom practices, teacher education and local contextual factors. Furthermore, in these papers, such a representative conceptualization of identity reflected the dynamic and context-bound nature of identity under historical and cultural circumstances as opposed to the earlier conceptualization of individuals' identities as their fixed personalities, learning styles, and motivations (Norton & Toohey, 2011).

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