English Language Teacher Education and Subject Constitution: A State of the Art

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Abstract

This literature review aims to present an analysis of the most recent developments in the study of English Language Teachers Educators' (ELTEs) identity. In the first section, I present a profiling work aimed to identify main areas of research in Language Teacher Education, where identity emerges as an important concern for different scholars (Barkhuizen, 2017; Da Costa & Norton, 2017; Golombek & Klager, 2015; Norton, 2013). The analysis indicates that NEST/NNEST dichotomy, pre-service teachers, identity work, and critical theory appear as main trends in ELTE's identity. Nevertheless, this literature review also attempts to make visible an area of research work that has not been widely explored in an explicit way namely the subject constitution of ELTEs.

Introduction

The purpose of this paper is to present a revision of literature on the area of English Language Teacher Education at both international and local contexts. However, it is not limited to present and relevant research. It also attempts to problematize the category of subject constitution in English language teacher education, which is an area that has been scarcely explored in the Colombian English Language Teaching (ELT) field. The reader will find in the first section of this paper a profiling work, which attempts to provide a thorough overview about the main areas of research in English Language Teacher Education and where the category of English Language Teacher Educators' identity emerges as a privileged one. In the second section, I will provide a revision on how this same area has been tackled in our local context. Finally, it is my intention to provide some epistemological and ontological reflections that have taken me to identify a gap - both in epistemological and research terms- in relation to the understanding of how the English Language Teacher Educators (ELTEs from now on) become the teachers of teachers they are nowadays. It is also necessary to assert that although the initial interest of this literature review was on the identity of ELTEs, I realized that there was another worthy aspect of study: the subject constitution of ELTEs. The category of subject constitution is not opposed neither complementary to the of identity but rather it presents a novel field of research in teacher education both in local and international contexts. Therefore, I will leave this discussion for the final part of this document.

Part One: Tracing Identity in Language Teacher Education

One of the most engaging and researched topics that has emerged in the field of English Language Teaching (ELT) in the recent decades is the interest to explore language teacher educators' identity. There has been a wide production of research on this topic as showed by Borg (2011), Izadinia (2014), Gu and Benson (2015), and Barkhuizen (2017) just to mention some of the most remarkable works in recent times. Barkhuizen (2017) depicts "identity" as an elusive concept that causes discomfort when trying to reach a meaning for it. I have personally gone through this perception when I started to look for research articles, books, or other type of research documents related to English Language Teacher Educators' identity, and I found the many possibilities of study that the concept of identity has. The main characteristic I have encountered so far, while looking at different research articles and books, is that these studies follow a poststructuralist positioning towards the

study of identity. This means that identity is seen as multiple, fluid, and situated rather than a static and immutable characteristic of ELTEs and subjects in general. However, the category of identity has been much more explored with in-service teachers or novice English language teachers than with teacher educators. Thus, it is important to highlight that the profiling work presented in this section leans toward English language teachers' identity in general leaving the discussion of ELTE's identity and subject constitution for the final section of this paper.

The following section will first show a profiling work based on text mining done in three of the most recognized databases in social sciences and education (Scopus, ISI Web of Science, and ProQuest Thesis and Dissertations). The main goal of profiling is to provide a macro focus on research in English Language Teacher Educators' identity by answering three questions: What is being sought when researching the topic of the research? When has this investigation been conducted? and Who has researched that topic? (Castañeda-Peña, 2012). The second and third parts of the following section will be devoted bringing forth the answers to these questions while looking at both international and local research respectively. Both sections will present the mainstream topics of research on ELTEs' identity and discuss in a more in-depth way the

ideas, findings, and conclusions emerged from the studies.

Figure 1

Guiding Questions for Profiling LTE's Identity
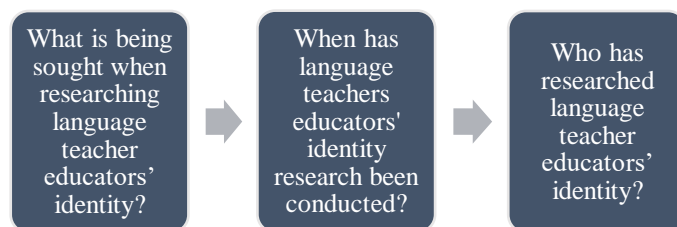
Profiling Language Teacher Identity in ELT

Castañeda-Peña (2012, 2013) made an important contribution towards the understanding and carrying out profiling work in qualitative research studies in the Colombian ELT context. According to Porter (as cited in Castañeda-Peña, 2012, 2013) "research profiling should augment, not replace, the traditional literature review". Thus, the main contribution of this type of work strives in the breadth that profiling gives to research, whilst complementing the in-depth work developed in a literature review. For Castañeda-Peña (2013), profiling work can set "a panoramic view of a field of knowledge" since the researcher(s) may focus on the authors who are working on a specific topic of interest, identify the trends of

study of that topic, and establish sets of time when the research on the topic of interest has been done.

As for the topic of the present literature review, Language Teacher Educators' Identity, I conducted a profiling work by exploring three well-known databases, namely, Elsevier Scopus, ISI Web of Science, and ProQuest Thesis and Dissertations, as well as some of the most recognized ELT journals in our local context. Therefore, working with databases will require research phrases in order to explore and retrieve information. This has been a particularly hard process for writing this paper since the access to databases is sometimes restricted to in-campus consulting to take advantage of all the benefits of databases. Furthermore, the algorithm of research does not provide any result and thus the exploration of the databases should be done by taking the constructs or concepts separately, as was the case for the concepts of "language teacher identity" and "subject constitution".

The research phrase used for the profiling work in the three databases was: "language teacher identity", which was the final one after trying other similar phrases, such as "language teacher identity AND subject constitution" or "subject constitution AND language teacher education". Both phrases failed to provide any result. The information was retrieved on different

moments between the months of April and May 2019 while making a personal database of the articles found in order to assure gathering the most recent research articles in each database. Therefore, a total of 65 research documents (20 thesis and 45 research articles) using the specific combination of words were obtained amounting to the main corpus of the present profiling work and a plethora of information to be analyzed. Nevertheless, seven of the articles did not present any information related to the authors or abstracts, and I was unable to retrieve the paper. Thus, I had a total of 58 research documents to explore. Taking into account that the analysis of such amount of information could go to great lengths if done manually, I looked for specialized software for text-mining. Although access and training for these kinds of tools is limited, I was able to use the text-mining software VantagePoint®. I would like to recognize that free text-mining tools can be found online, but they do not provide the same clear-cut tools that VantagePoint® does.

Therefore, in order to answer the three questions posed in figure 1, I am going to present the results from the different databases in relation to those questions.

Main Trends in LTI Research. In order to answer the question *What is being sought when researching language teacher educators'*

identity? I carried out a manual classification of the information gathered from the three databases. I took into account that I needed to have a clear and well-organized document in order to work with the VantagePoint® software. In other words, The document had to contain the title of the article, publication year, abstract, key words, and authors. Each database organizes its own documents in different ways, which means that using the text-mining software to organize the information would have taken an excessive amount of time. Thus, I implemented VantagePoint® for the last question in order to find correlations among the different authors.

Having read all 58 research articles, while paying attention to the main objectives, research methods, and findings, I came up with a total of 27 sub-topics of research for the Language Teacher Identity category (see Table 1). Among them, we can appreciate that there are four sub-topics that appeared most frequently: practices or experiences of both-pre-service and novice English language teachers, the dichotomy between native and non-native English teachers, identity work/evolution, and narrative studies.

Table 1

LTI Subtopics

ITEM	SUB-TOPIC OF RESEARCH	# STUDIES DONE
1	Adult teaching	1
2	Affordances	1
3	Classroom practices	1
4	Communities of Practice (cop)	1
5	Critical theory	4
6	Curriculum	1
7	Discourse studies	1
8	Domestication of Identity	1
9	Emotion	2
10	Ethical self-formation	1
11	Gender studies	1
12	Identity work/evolution	5
13	Imagined identities	2
14	Investment	1
15	Language ideologies	3
16	Language policy	2
17	Language teacher cognition	1
18	Multimodal literacy	2
19	Narratives studies	4
20	NEST and NNEST dichotomy	8
21	Power relations (Foucault)	1
22	Pre-service/novice teachers	7
23	Self-identification	1
24	Spirituality	1
25	Teacher development	3
26	Teaching prácticum	1
27	T's experiences	1
	TOTAL	**58**

Novice and Pre-service Teacher Practices or Experiences. The study of novice language teachers' identity has received growing attention from researchers who have explored different aspects in the construction of identity among recently graduated language teachers. The first aspect I address here is the relevant, even crucial, influence of L2 teacher education programs. Morgan (2010) and Jovanovic (2013) asked about the kind of preparation received by future L2 teachers. They posed the following question: "To what extent do we prepare teachers to be passive recipients of the social, cultural, and economic changes that align with the global spread of English?" In his study, Morgan (2010) showed that there are struggles between theory and its transfer to practice when the topics are related to social practice and unequal relations of power. We can reflect upon novice teachers as language instructors, whose main aim is to master methods and activities for second language teaching or to be active members of their local and professional communities. Another important aspect I identify is connected to the external forces that novice teachers struggle with, such as the influences of gender and nationalism (Clarke, 2008), imagined or idealized identities as language teachers (Golombek & Klager, 2015), and the adoption of

changes in different aspects of their teaching practice (Martel, 2016).

The Dichotomy Between NNEST's and NEST's. As I could identify, this type of dualism has become an important asset to study the identity of English language teachers. However, in recent years, there has been a shift in the way researchers have approached this topic. In their doctoral dissertations, Lin (2011), Wolff (2015), and Lee (2016) reaffirmed the idea that this dichotomy has evolved as a cornerstone topic for understanding the construction or development of language teachers' identities. For these authors, both NESTs and NNESTs construct their identities through discourse, especially from those professional interactions in development programs, such as an M.A. in TESOL. Moreover, their dissertations talk about the way discourse and identity construct each other and how there is a need to bring a fresh perspective into the foreground to overcome that "deficit" approach that has prevailed in the study of the dichotomy (Wolff, 2015; Wolff & Da Costa, 2017).

Following this call for a new perspective, Aneja (2016) found that while great progress has been made on gaining awareness of the "NNEST-hood", as she calls it, this may lead us to an even wider gap between these concepts. She conceptualizes these concepts as subjectivities that emerge from discourse. For this author, the

connections between NNEST's and NEST's are more related to the fluidity, heterogeneity, and complexity that both archetypes provide to the discussion on the English Language Teacher identity rather than opposed concepts. In the same line of thought, Swan (2013) asserted that the dichotomy between the concepts of NEST and NNEST has vanished since new positions haven been taken by English teachers, for example, understanding students' needs and their new roles as language teachers. Another valuable effort to see the relation between NEST and NNEST beyond a supposed opposition is provided by Chesnut (2016) and the dissertation about a native English language teacher who travelled to an Asian country in order to work at different L2 teaching contexts. In his ethnographic study, Chesnut (2016) provided an interesting approximation to the construction of language teacher identity when he identified teacher and gender selves of 27 NESTs. In terms of teacher selves, this author claimed that English Language Teachers display different stories in their everyday life that will eventually shape their professional identities. Moreover, he studied the identities shaping NESTs women and the way the initial disruptions in their gender identities were renegotiated throughout their time being in the Asian country.

Identity work/evolution. Studies on the evolution of ELTEs' identity over time have been varied ranging from research interested in revealing the aspects that influence personal growth to research focused on searching for new areas of study.

One study focused on identifying aspects of language teacher educators identity development. Wada's (2016) doctoral dissertation studied the identity evolution of mid-career English Language Teachers in Japan and identified that a conscious awareness and constant desire to improve in their role as language teachers were the main motivation to overcome stagnation of teaching practices. By the same token, Yumarnamto (2016) studied the evolution of English Language Teachers identities in Indonesia. In terms of evolution and identity work, this study provides an insight into the factors that enact identity formation on language teachers by means of using life stories narratives, an autoethnographic study, and narrative inquiry. An important finding from this research is the way this author reaffirmed Freeman's (2009) framework of "substance", which is characterized by knowledge and skills, socio-professional participation, and social activism.

Another important contribution to the study of English Language Teacher's identity

was made by Trent (2009), who presented a study on the identity work/evolution dichotomy in terms of the identity that language teachers face at different institutions. This author identified that institutions provided an identity to language teachers that restricted and did not offer opportunities for the recognition of other aspects of teachers beyond their language proficiency. Thus, language teachers responded by being non-participatory of the offered identity and developed other ways to enact their own identities.

One of the most recent studies I found is from Da Costa and Norton (2017), who presented ongoing advances on the work being done on identity in the fields of applied linguistics and second language acquisition. They identified that English Language Teachers identity has been studied from narratives, discourse analysis, and ethical aspects of teaching practices. However, they extended their discussion by the insertion of the work carried out by the Douglas Fir Group and its approach to identity from a transdisciplinary approach. Thus, Da Costa and Norton (2017) posed three aspects to the foreground in order to move ELTEs' identity forward: multi and translingual realities of classrooms, the language teacher's investments on students' semiotic repertoire, and the

emotional and ethical aspects of teacher practices.

Narrative Studies. Narrative studies emerge as the preferred research methodology to study the identity of language teachers and teacher educators. Through the narratives, language teacher educators reveal the struggles they face at different moments of their careers, either at the beginning as ELTEs or once they have acquired years of experience. The latter undoubtedly influences their identity formation and/or construction.

Kayi (2015) studied the changes one ELT teacher revealed in terms of her identity negotiations with her agency. This author drew on a narrative inquiry analysis to show the process of identity transformation related to agency. Ruohotie (2013) presented the factors that make an important influence in the identity formation of recently graduated English language teachers. This author identified, through the elicitation of narratives in the form of stories, influences in the identity formation process. Another interesting study related to the use of narrative inquiry was carried out by Liu (2011), who focused on the tensions between liberal and traditional pedagogies lived by a language teacher educator and how these tensions shaped the identity construction of the ELTE.

Wang's doctoral dissertation (2016) explored the tensions that novice language teachers face in terms of the pedagogies they may use when working in a cross-cultural classroom. When confronting the challenge of teaching in a culturally diverse classroom, language teachers need to make adjustments in their identities as well as in their teaching practice. Furthermore, Wang (2016) found that it was through the reflections, reaffirmations, and reconstructions of their pedagogies that language teachers started to shape their identities.

When Has English Language Teacher's Identity Been Researched?

Language teacher´s identity is certainly a recent and still emerging area in the ELT field. However, I acknowledge that there are important works which are not referenced in the databases and thus are not included here. One reason for this may be that the information found in databases is greatly composed by reports of research studies and in less amount books or chapters of books. According to the profile done in the three databases referenced at the beginning, the first work was done in 2007 by Lee, who worked on the critical language that language teachers use in the classroom and its implications on students' identities formation. Another study was done by Clarke (2008), who wrote about novice language teachers and their construction of, what he calls, teaching identity. In his study, Clarke (2008) used discourse analysis to show the influences it has on novice language teachers' identity along with their membership of communities of practice.

In the following three years (2009 to 2011), a marked increase in the production of research related to English Language Teacher´s identity emerged. This was also reflected in the variety of studies carried out. The most prolific years were 2013 with ten articles followed by the years 2015 and 2017, both of them with nine articles published (see Figure 2). This shows a growing tendency in the interest that researchers have in exploring different aspects of English Language Teacher's identity, and thus, making a truly worthy area of interest and research.

Figure 2

Publication Years for LT
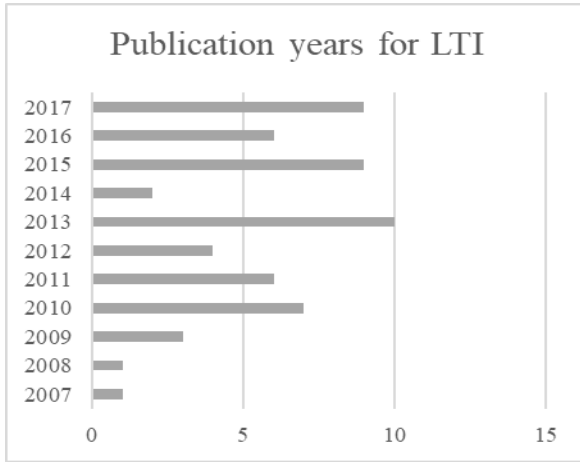
Who Has Worked With Who in LTI?

In terms of the question about *Who has researched language teacher identity?* I present three cross-relation maps that depict the main authors who have worked on the concept of LTI. In the first map (Figure 3), I present the results from the database Scopus, which indicates that there are few interconnections among authors. It| can be noted that the nodes are spread throughout the map suggesting little networking among authors. This is not only present in the Scopus database map, but it is also true for the other two databases consulted. Both ProQuest and Web of Science databases (see Appendixes 2 and 3) show most of the nodes dispersed without correlations among authors, as it was the case in Scopus.

Figure 3

Cross-relations Among Authors
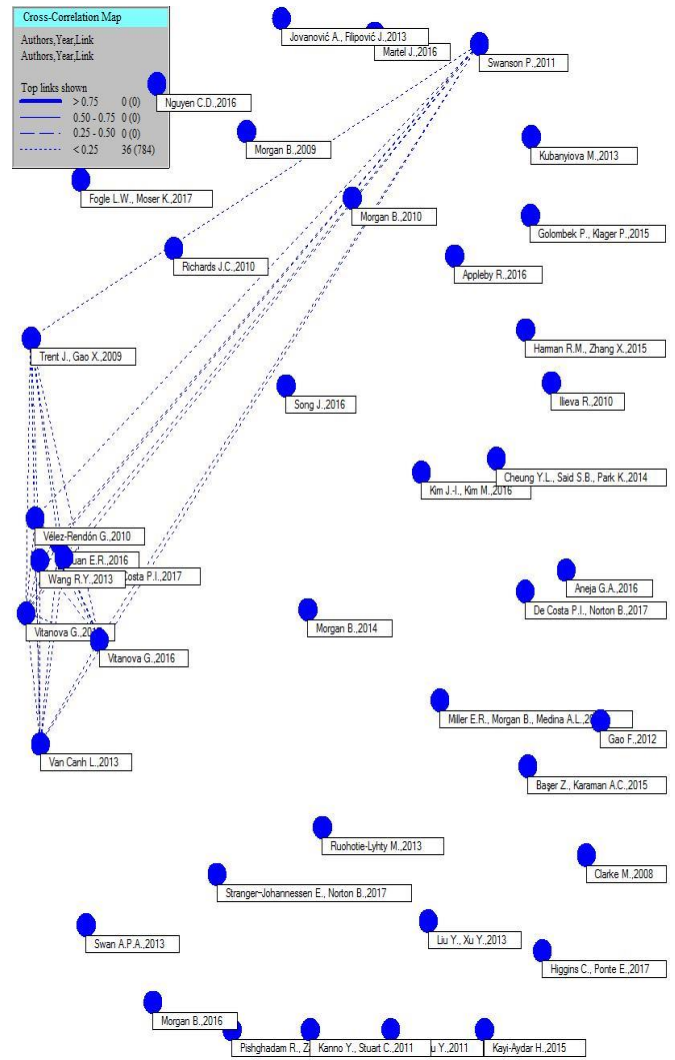
Note. Taken from Scopus (2019).

Although weak, the cross-relations shown in the different maps still represent some kind of networking among authors. From the Scopus database, the relations are weak with a correlational value under 0.25. The most important relations are seen with authors such as Swanson (2011), whose chapter provides a complete revision of the literature on identity in teachers' training. In turn, the chapter is then mobilized to the area of ESL/EFL to establish relations with Holland's theory of vocational personalities. Moving left on the map, we can see that some nodes start to join around Vitanova (2015, 2016), Velez-Rendon (2010), Trent (2009), and Wang (2013).

A remarkable work on narratives and its role on the construction of second language teachers' identities was done by Vitanova (2015, 2016). She used narratives as multidimensional spaces for the construction of identities in second language teachers. She also proposed working on a more poststructuralist perspective in order to analyze the concept of identity, as seen in Bakhtin's dialogism. Another essential piece was produced by Velez-Rendon (2010), who developed a case study with one Spanish language teacher and his construction of identity. An important contribution lies on the description of the relations between gender ideologies and language in order to examine unquestioned assumptions related to teacher's agency and male authority among others.

As a conclusion for this profiling section, I could identify that not all research is directly associated to the identity of language teacher educators, neither do they address the category of subject constitution since some of them discussed the identity of language teachers in general, as it was the case with some Colombian studies in the following section. However, this gap can be taken as both a starting point and an opportunity to explore more issues on subject constitution and English Language Teacher Educators identity.

Part Two: Colombian Scholarship in Language Teacher Educator's Identity

One of the first problems I faced when tracing Colombian scholars was the little visibility that their works have in top international databases, namely Scopus, Proquest and Proquest Doctoral dissertations among others. Being aware of this situation, I started digging into some of the most well-known journals in the field of ELT in Colombia, namely *Colombian Applied Linguistics Journal, HOW Journal, IKALÁ, ENLETAWA Journal, GIST – Education and Learning Research Journal*, and *PROFILE: Issues in Teachers' Development* as well as in the Scientific Electronic Library

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Online (SciELO). The objective was to carry out a profiling work in terms of the local production on the topic of this paper. Searching through each one the journals was a time-consuming task since the research phrase used, "language teacher identity", did not provide any result in the journal databases. Instead, I had to use the phrase "language teacher education" and look through the different results in each journal. In the case of SciELO, I identified the most relevant research reports on the topic of Language Teacher Educators.

After this exploration, I came up with a total of nine research reports done by four different authors that were directly connected to either language teacher education in Colombia or the identity of language teachers. The topics are as varied as the number of authors. At this point, it is important to highlight that although this diversity of research interest feeds the field of English Language Teacher Education, the level of networking among researchers in our local context is minimal. This led me to see the Colombian production of knowledge fragmented, at least for this area of ELTEs identity, and it may be far from creating a line of thought.

One of the first authors to start talking about language teacher education in Colombia was Gonzalez (2001, 2003, 2005), whose different research studies were focused on identifying the external forces that may have an influence on language teacher education, such as professional needs, working conditions, or teacher development programs. Gonzalez (2001) identified EFL teachers' needs to be supplied by teacher development programs that classified them into the categories of workers, instructors, and learners. The second category has usually been overused in both academic discourses and teaching development programs. In 2003, this author explored the differences between teacher training and teacher education showing that although EFL teachers may undergo different training and development courses, they may not experience the real benefits of these professional options. Last but not least, Gonzalez, in 2005, conducted a research project whose aim was to describe the professional alternatives that language teacher educators have to achieve higher standards.

Although Gonzalez has worked in the language teacher education area, she has not gone through the concept of identity. Meanwhile, Guerrero and Meadows' (2015) study on pre-service language teachers' professional identity contributed to finding one of the needs that future English language teachers will require, which is the global professional identity. In their study, they claimed for a real insertion and embedment

of critical pedagogy constructs into language education programs with the goal of preparing pre-service teachers to meet the new challenges and demands that teaching a foreign language and education in general are asking from them. Thus, a crucial need to be met by LTE programs is to include in their curricula aspects of critical skills development along with reflection on teaching practices about topics like linguistic diversity, culture, and institutional constraints.

By the same token, Fajardo (2013, 2014) has investigated the area of pre-service language teachers' identity. In his first study, Fajardo (2013) presented how identity is constructed through interactions that an experienced teacher educator had with her students. He claims that identity is constituted, not constructed, in discourse. In his content analysis of discourse, this author revealed that the interactions between the experienced English Language Teacher Educator and her students where mainly teacher centered. In 2014, Fajardo studied the identity construction of pre-service teachers in the interaction that they had between their belonging to a community of practice and their personal knowledge and beliefs. An important contribution from this study is the biographical and retrospective characteristics of identity construction on pre-service teachers who are close to beginning their roles as language

teachers. Fajardo (2014) reported that pre-service teachers' identity draws upon past experiences to start configuring they current one.

So far, the three studies I have referenced above were among the first to look into the concept of language teachers identity in Colombia, which reveal a special interest to reaffirm or replicate mainstream work done by authors such as Borg (2011), Varghese (2005), or Norton et al. (2013). However, I see that there are some aspects of language teacher education that may be subject of study. For example, how do language teacher educators perceive themselves in these roles? What are their epistemological stances to guide their actions? Are there only external forces that constitute their subjectivities as teacher of teachers?

In this line of thought, I found the work of Escobar (2013), following Norton (1997) and Foucault (2007), as a remarkable one that explained power structures and control hidden beneath bilingual policies in Colombia. Consequently, the dominant discourse widened socio-economic gaps. For this author, identity is "a matter of choice that is governed by our understandings and perceptions of the world's supply" (Escobar, 2013). Following his argument, I can see that the positioning towards identity, and possibly subject constitution, is situated from an external perspective. External

factors, namely policies, institutions, interactions with other subjects and discourses, are the ones influencing identity construction in the subject called language teacher educator.

I dug into the Colombian scholarship related to language teacher identity, more specifically ELTE's identity configuration, and I found out that there is little research production in this area. Therefore, I have come up with the idea that the category of identity in the ELT field has been widely explored, as the profiling work shows. However, this same category has been little explored when talking about English Language Teacher Educators. Even more, the way ELTEs in our local context become the teacher educators they are today seems to be an area worth studying. Exploring not only identity but also the subject constitution, that is to say, the way a teacher educator reflects upon his/her own process of becoming, will provide remarkable insights about these subjects responsible for the formation of a new generation of language teachers in our country.

Conclusions

Contemporary research in the English Language Teaching (ELT) field has described identity as enacted, negotiated, and relational (Barkhuizen, 2017; Norton, 2013) providing empirical data to support the multifaceted comprehension of teachers' identity, as explained in the profiling work. Also, Trent (2016) characterized identity in ELT as multifaceted and multidimensional and provided an interesting theoretical framework to carry out further studies. This position was reaffirmed by Barkhuizen (2017), who made an extraordinary attempt to construct a *composite conceptualization* of identity in the LTE area. In his definition, Barkhuizen (2017) captured the different angles that ELT research has provided to the concept of identity and, thus, reaffirming the multidimensional and multifaceted aspects.

Nevertheless, I consider that more aspects related to who the English Language Teacher Educator is need to be discussed. The conversation should continue not only in the category of subject constitution, which has been little explored in our context, but also in relation to teachers' actions when struggling to become teacher educators. One of these aspects is presented by Navarrete-Cazales (2015) and her historical revision on the concept of identity from the philosophical field. She proposed a re-de-construction of identity in order contribute to the educational field and help conceptualize the ideas of professional identity, students' identity, and institutional identity. Thus, she conceives identity as an aporetic concept, one that is necessary but impossible to be represented in a

definite and precise way. In the ELT field, a flood of research related to language teacher identity is evident. However, little has been done in regard to teacher educators. Each contribution has been valuable but lacks a more profound discussion from a philosophical foundation.

In her dissertation, Navarrete-Cazales[1] (2015) shows three arguments to sustain the aporetic condition of identity. First, identity assumes the possibility and sustainability of the unsolvable. Being an aporetic concept, identity presents the complexity of the necessity since it is a must-be concept in different fields, such as ELT, but at the same time it is impossible to provide a direct and clear definition of it. Second, the concept of identity is not tangible. It is an idea to be talked about, but it will not have an actual representation. Instead, the term identification emerged as a resource to grasp the process of identity construction. The last one is related to the many meanings identity has nowadays. It was long time ago when identity was defined or characterized as the one on one comparison to describe the characteristics of individuals and objects.

Hence, talking about identity today entails moving from a static and immutable

positioning of identity, as the classic philosophers did, towards an always ongoing definition. The subject is always being and becoming in a particular moment of his/her own historical moment embedded in a particular time and space (Navarrete-Cazales, 2011). Temporality and spatiality have been considered to trace the shifting movement of teachers' identity in the ELT field (Miller, 2009; Varghese et al., 2005), but more empirical research is still needed to problematize identity on language teacher educators from the concept itself. The subject's real life, beliefs, actions, and potential capabilities need to be inserted rather than focusing on the behaviors and discourses exclusively. The frame of subject constitution may serve here to depict teacher educator struggles to affirm an identity as subject of knowledge, power, and self-constitution.

One way in which philosophy helps problematize the concept of identity could be by recognizing multiple power relations and resistance practices, in which LTEs are immersed. At this point, it is important to recognize that LTEs work in a fluid and dynamic context where the main interlocutors are future foreign language teachers. This is a characteristic

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[1] In our current historical moment, the concept of identity has been deconstructed from different fields. One of them is discourse analysis and its different variants. Navarrete-Cazales (2015) uses the *Political Analysis of Discourse (PAD)* coined by Buenfil (2011) following the theory of

Laclau and Mouffe on *Discourse Theory and Political Analysis*. For Buenfil (2011), the concept of identity should be analyzed through PAD since the main objective is to look for in-depth and dense reflections and interpretations about identity.

that does make a difference from other university professors since LTEs are often role models, tutors, or counsellors. LTEs are inevitably influenced in many aspects of their identities by these roles. From this reflection some questions arise, as follows: How do LTEs become aware of their roles? Do they work their identities according to the context? Do they relate to pedagogy in their daily interaction with their students? What aspects relate to the English language?

These questions emerge when we try to move forward with the results obtained in the ELT field in terms of LTEs identity, where some roles have been identified from the behaviors observed in the actual practice or teacher educator narratives. Moreover, LTEs have the influence of external forces, such as the identity that the institutions where they work promulgate. This situation has a direct influence on the construction of LTEs' identities since it motivates assimilation, resistance, or adaptation practices from teacher educators that can be traced not only to their behaviors and practices but also from a personal perspective. Thus, identity in LTEs can be studied from a twofold perspective. The first one focuses on characterizing the external forces that either constraint, validate, or expand the boundaries of LTEs identities. The second fold attempts to examine the inner forces or features of the identity.

About the Author

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Appendix 1: Cross-correlation Map of Authors From ISI Web of Science

100
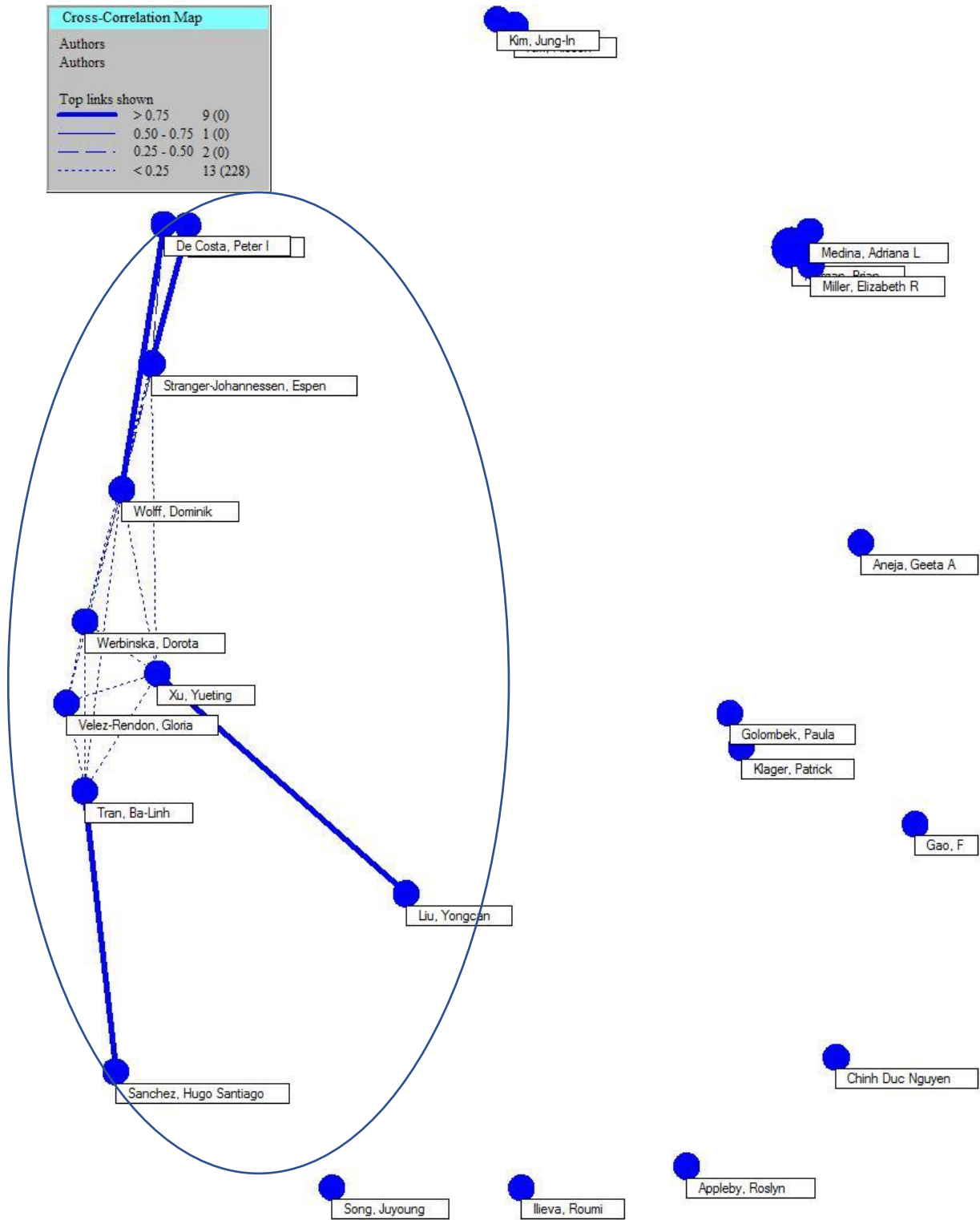
Appendix 2: Cross-correlation Map of Authors from ProQuest Thesis and Dissertations

Cross-Correlation Map

~Raw Record
~Raw Record

Top links shown

> 0.75	0 (0)
0.50 - 0.75	0 (0)
0.25 - 0.50	0 (0)
< 0.25	18 (172)

Ahn, So-Yeon

Lee, HyeJin

Horii, Sachiko Yokoi

Moroz, Oksana

Mambu, Joseph Ernest

Lam, On

Chesnut, Michael

Wang, Fang

Wolff, Dominik

Yumamamto, Mateus

Boun, Sovicheth

Wada, Tazuru

Swoyer, Jennifer Gilardi

Bukor, Emese

Riyanti, Dwi

Lin, Li-Fen

Jarayapun, Jitpicha

Martel, Jason Peter

Lee, Ena Grace

Dimitrieska, Vesna