Narratives of language teacher educators: Unveiling their professional identities, agency, and pedagogies

Michel Antonio Riquelme Sanderson

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Reading Committee:

Manka Varghese, Chair

Kenneth Zeichner

Amy Ohta

Program Authorized to Offer Degree:

College of Education

University of Washington

Abstract

Narratives of language teacher educators:
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Michel Antonio Riquelme Sanderson

Chair of the Supervisory Committee:
Manka Varghese
College of Education

Exploring the professional identities of language teacher educators is necessary to understand their pedagogies, i.e., what they do and say in the preparation of teachers. Chile has a strong English language policy driven by neoliberal policies; at the same time, it has one of the most unequal and segregated educational systems in the world. In light of the current trend in second language teacher education that calls for promoting social responsibility beyond the language, it makes it even more critical to investigate language teacher educators and their pedagogies in the preparation of future language teachers in Chile. The purpose of this study was to explore the professional identities, agency, and pedagogies of language teacher educators in the Chilean context. More specifically, the study examined the trajectories, experiences, and teaching philosophies of language teacher educators, their professional context, and their sense of agency.

The study drew from the literature on sociocultural approach to second language teacher education, professional identities, agency, and critical pedagogy to illuminate the development, (re)construction, and (re)negotiation of the educators' professional identities, agentic factors, and pedagogies employed in the preparation of language teachers. Using a narrative multi-case study, six language teacher educators from a public university in northern Chile participated in interviews, classroom observations, and sharing artifacts. Through narrative analysis, the educators evidenced their motivations to become language teachers and language teacher educators, the impact of their role as K-12 teachers, and low awareness of enacted critical pedagogical practices. Further, the narratives of the participants revealed structural influences of the teacher education program in redefining and understanding the role of a language teacher educator in an English as a foreign language context, the community of the language teacher education program and the leadership of the program, and underscored the role of agency, relational agency, and self-constrained agency as mediators of their professional identities and pedagogies.

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Dedication

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Acronyms

EFL: English as a foreign language

EODP: English Opens Doors Program

ESL: English as a second language

ESP: English for specific purposes

MINEDUC: Chilean Ministry of Education

OECD: Organization for economic co-operation and development

PISA: Programme for international student achievement

SIMCE: Sistema para la medición de la calidad de la educación [Measurement system of the education quality]

SLTE: Second language teacher education

TESOL: Teaching English to speakers of other languages

TIMSS: Trends in international mathematics and science studies

Glossary

Education specialists: Teacher educators whose areas of expertise concern educational matters, such curriculum, philosophy, among others.

General teacher educators: Teacher educators, regardless of their area of expertise.

Language specialists: Teachers whose areas of expertise concern English and applied linguistics.

Language teachers: Teachers who work teaching English as a second or foreign language in K-12 schools.

Language teacher educators: Teacher educators whose areas of expertise concern English, applied linguistics, language teaching methods, among others.

Language teacher education program: University program that prepares future language teachers.

Practicums or professional practicums: Period in which student-teachers teach in schools as part of their graduation requirement.

Pre-service teachers: Student-teachers who are enrolled in the last year of their teacher education program.

SIMCE: Chilean national standardized test to measure the quality of education.

Student-teachers: Students who are enrolled in teacher education programs. It can sometimes be used interchangeably with pre-service teachers.

Subsidized schools: Schools owned by a private party, but which receive public and private funding.

Teacher educators: Professionals who prepare future teachers in teacher education programs

CHAPTER I

Introduction

In recent years, second language teacher education (SLTE) has emphasized the need for a socially responsible approach to language teaching, transitioning from applied linguistics to advocating for a preparation of teachers that responds to the educational and societal challenges affecting different nations. For example, Peercy, Sharkey, Crookes, Kubanyiova, Burns, Freeman, and Troyan (2017) stressed the need to pay attention to diversity in the language classroom. Hastings and Jacobs (2016), and Glynn, Wesely, and Wassell (2014) have postulated the need for an emphasis on social justice in language teaching, while Hawkins and Norton (2009) and Pennycook (2001) have proposed a critical approach to language teacher education. These redefined approaches to SLTE resonate with the post-method approach to language teaching, which emphasizes contextualization and a situated focus in teaching a language (Kumaravadivelu, 2001), while deemphasizing linguistics.

In this context, the responsibility to act upon educational and societal changes lies with teacher educators, who prepare future teachers by equipping them with pedagogical skills and empowering them as professionals (Al-Issa, 2017; Leung, 2009). Teacher educators are also mentors, sources of knowledge, and role models (Avidov-Ungar & Forkosh-Baruch, 2018; Korthagen, Loughran, & Lunenberg, 2005; Lunenberg, Korthagen, & Swennen, 2007). Considering the importance of these roles and their crucial position within educational systems, attention should be paid to the pedagogies of teacher educators, i.e., what they do and say in their activities and interactions while preparing teachers.

The pedagogies of teacher educators can influence and shape future teachers with their instructions, beliefs, and discourse (Connelly and Clandinin, 1999; Davey, 2013; Day, Elliot, &

Kington, 2005; Korthagen, 2004). In SLTE, Johnson and Golombek (2018) recognized the critical role that language teacher educators' pedagogies play in meeting the needs of language teachers working in a changing, diverse, and globalized world. Knowing about the pedagogies of language teacher educators would allow understanding of the teaching approaches and practices that are being promoted in language teacher education programs and their connection with the recent call for social responsibility in SLTE.

Peercy, Sharkey, Baecher, Motha, and Varghese (2019) postulate that in order to understand the pedagogies of language teacher educators, it is necessary to explore their professional identities. Professional identities are connected to classroom practices (Barkhuizen, 2016), reflecting the pedagogies of language teacher educators. In this regard, Peercy et al. (2019) and Ilieva (2010) pointed out that examining and understanding the professional identities of language teacher educators is critical due to the powerful impact they have on their pedagogies. Thus, it is necessary to investigate the professional identities of language teacher educators in order to understand their pedagogies.

This study seeks to address Peercy et al.'s (2019) guidance by focusing on the professional identities of language teacher educators in Chile. What is meant by professional identities? Professional identities can be understood as "a set of individual experiences and material resources that changes and evolves as language teachers go through their teacher preparation program and through their classroom and school setting" (Varghese, 2016, pp. 45-46). The professional identities of language teacher educators can be as language teachers, language learners, language teacher educators, and/or language education scholars (Peercy et al., 2019).

In order to understand language teacher educators' pedagogies, it is important to know who the teacher educators are. Varghese, Morgan, Johnston, and Johnson (2005) argued it is necessary to "have a clearer sense of who they [teachers] are: the professional, cultural, political, and individual identities which they claim or which are assigned to them" (p. 22) to understand teachers' practice. Hence, understanding the professional identities of language teacher educators implies inquiring about their professional biographies, contexts, ideologies, practices, and experiences, i.e., the sociocultural contexts and mediating factors that permeate their roles as educators.

Educators' professional identities can be explored through their stories or narratives, which can inform us of who they are and their pedagogies (Hartman, 1998). Their narratives can provide insight into the educators' lives and professional practices (Kitchen, 2009), as well as their knowledge and the context in which their identities emerge (Vanassche & Kelchtermans, 2016). Through their narratives, language teacher educators can construct and think about stories that involve introspection and interrogation to understand their knowledge and practice (Barkhuizen, 2008).

Examining professional identities requires an exploration of their agency. Hökkä, Eteläpelto, and Rasku-Puttonen (2012) and Varghese et al. (2005) recognized the fundamental role of agency in the negotiation of professional identities. Kayi-Aydar (2017) claimed that examining agency in the development of professional identities is essential as agentic decisions can expand or limit the possibilities for the formation or reconstruction of these identities. Likewise, Rouhotie-Lyhty and Moate (2016) expressed that agency can inform the decisions based on the subjects' experiences, whereas Beijaard, Meijer, and Verloop (2004) posited that agency is important in the process of identity development as agency is what teachers use to

make sense of themselves as teachers. Considering these postulates, exploration of language teacher educators' agency can illustrate their capacity to act upon their roles and its impact on their pedagogies.

In particular, this study was conducted with language teacher educators in Chile, which, due to neoliberal-based policies, has one of the most unequal and segregated educational systems in the world (OECD, 2011; Valenzuela, Bellei, & de los Rios, 2013). At the same time, in response to economic arguments grounded on globalization and the market, Chile has a strong policy of teaching and learning English as a foreign language (EFL) supported by programs implemented by the Ministry of Education (MINEDUC) and Ministry of Economy. Hence, it is critical to know who the language teacher educators in the country are, and how they are contributing to the educational system through their pedagogies, especially since the curricula of language teacher education programs are strong in linguistics and less focused on educational subjects (Abrahams & Silva, 2016; Barahona, 2016; British Council, 2012). As Zeichner (2005) pointed out, teacher educators need to consciously and critically think about their roles and the activities they do with students. Through their narratives, this study sheds light on the professional identities, agency, and pedagogies of language teacher educators in Chile.

Purpose and Research Questions

This narrative multi-case study explores the professional identities, agency, and pedagogies of language teacher educators in an EFL context. In particular, this study focused on the trajectories, experiences, and teaching philosophies of language teacher educators, their professional context, and their sense of agency in the preparation of language teachers in Chile. The questions and sub-questions that this study investigated are:

1. How do language teacher educators construct their professional identities?
    a. What are the trajectories that educators follow to become language teachers and language teacher educators?
    b. What personal and professional experiences mediate the development of language teacher educators' identities?
    c. How do language teacher educators describe their teaching philosophies in relation to the preparation of language teachers in Chile?
2. How does the language teacher education program influence the professional identities, agency, and pedagogies of language teacher educators?
    a. What are the social and non-social factors from the language teacher education program that impact the role, agency and pedagogies of language teacher educators?
    b. How do social and non-social factors influence language teacher educators' professional identities, agency, and pedagogies?
3. How does the agency of language teacher educators mediate their professional identities and pedagogies?
    a. What personal and professional experiences have mediated the agency of language teacher educators?
    b. What personal and professional factors can constrain the agency of a language teacher educator?

The Chilean Context and English Language Teacher Education

This study of the professional identities and agency of language teacher educators was conducted in the Chilean context. Therefore, it is important to describe this context in order to

understand the significance, conceptualization, and findings of this study. This section describes the context from two different perspectives. The first part includes a brief description of the Chilean educational system, and the second part looks at the situation of English language teaching and learning in the country.

Chilean educational system. The Chilean educational system has been affected by policies based on the neoliberal economic system imposed by the military government between 1973 and 1990 (Cabalin, 2012; Matear, 2008). The societal effects of these policies have been to generate high social cultural and academic segregation as well as stratification, inequalities, and inequities, and social class disparities (Cabalin, 2012; Lauder, Brown, Dillabough & Halsey, 2006; Pinkney Pastrana, 2009, Torche, 2005; Valenzuela et al., 2013). Similarly, these policies have aggravated the socio-economic divide, hindering the possibility for students coming from low socioeconomic households to thrive in society, and causing "an educational apartheid" (Yilorm, 2016, p. 114).

In general terms, neoliberalism is an economic, social, and political model that favors free trade, privatization, profit, and competition. Educationally, neoliberalism looks for the privatization of public education. Advocates of this agenda argue that privately run schools are better than public schools, and that market competition will regulate quality as the public sphere is inefficient for the economic growth of a country. As a consequence, education stops being a right to becoming a consumer good or a service in which families have the option to explore the market and choose the school that they think is the best.

The effects of neoliberal policies on education have been tremendous and severe, especially on public education. The 2011 report Education at Glance by the Organization for Economic Cooperation and Development (OECD) showed that the Chilean educational system is

internationally recognized as one of the most socially segregated systems in the world, a situation that reveals the negative effects of this model on the country. The educational changes based on neoliberalism started during the military government. Public schools stopped depending on MINEDUC and were relegated to the municipalities (city councils) for their administration. Similarly, a new type of school appeared: the subsidized school.

Subsidized schools are similar to voucher or charter schools in the United States. These schools are owned and run by private parties, but receive money from both families and the State. Owners of these schools can profit from the income they receive from parents or the State as there is no regulation that determines otherwise. Moreover, subsidized schools are free to have an admission process to select potential students Within this system, parents are given the option to choose between public, subsidized, or private schools. Some families decide to apply for and pay for a subsidized school based on the assumption that they would get better quality education (which is often not the case), stigmatizing public schools as offering low quality education. This has motivated families to leave public education, resulting in a decrease in enrollment in these schools and an increase in the establishment of subsidized schools (Villalobos & Quaresma, 2015; Valenzuela et al., 2013). As a consequence, public schools have suffered the effects of neoliberal policies, being characterized as socially segregated, and as having students who are juvenile delinquents with behavioral and academic problems (Hevia, 2009) as they would not pass the selection process, for example. In this way, the emergence of subsidized schools has been one of the main reasons for the decline of public education in Chile. It is important to mention that at the moment of writing this dissertation, the system of subsidized schools had changed. The State would no longer support private parties with the voucher system. Owners of subsidized schools have been given the option to either turn their schools private or have them

administered by a non-profit organization that owners themselves can create. These organizations will still receive a co-payment by the State, but are prohibited from making any profits out of this State support or the families' co-payment. The State will eventually also cover the families' co-payment. Similarly, these schools will no longer be able to select students to enroll in their schools. The state will also increase funding to public schools to equate the resources received by the schools administered by the non-profit organizations.

With the implementation of neoliberal policies, the academic gaps between public, subsidized, and private schools increased (Gallego & Herando, 2009; Torche, 2005; Valenzuela et al., 2013). Tests such as SIMCE (national), PISA and TIMSS (international) have revealed this gap. Students from private and subsidized schools outperform those from public schools in all subjects. In a cruel irony, the implementation of these tests as measuring systems for the accountability of education has become another threat to the educational system. The attention paid to them by schools is extreme as some teachers are asked to focus their instruction on these tests. Other schools have used the results from these tests as marketing strategies, and families have used this data to inform their decision on where they would like to enroll their children.

In addition to the consequences of policies based on neoliberal ideals, the educational system has recently been challenged by other societal issues. One such is the large influx of immigrants from other South American countries. This phenomenon has affected the economy, social relations (xenophobia), and education. This new group has reshaped the demographics of schools, challenging teachers, and schools to be responsive to this particular group of students (Ferrada, 2017; Jiménez, Aguilera Valdivia, Valdés Morales, & Hernández Yáñez, 2017), revealing a lack of preparation by teachers to work with this population. Hence, teacher education programs are being called to attend to this issue in the preparation of teachers.

Chile faces a need for better public education, more social justice, quality, equity, and equal opportunities to reduce the social gaps in the country (Cabalin, 2012; Toledo & González, 2016). Experts on Chilean education are calling for the revision of teacher education programs to include a response to these challenges (Peña-Sandoval & Montecinos, 2016; Sleeter, Montecinos, & Jimenez, 2016; Venegas, 2013). Pinkney Pastrana (2009) stated that teachers need help to "enact theory in practice, and to deal with the complexities of teaching and learning to analyze teaching and learning" (p. 36). For instance, Abrahams and Farías (2010), conscious of this reality and the impact of neoliberalism, proposed a critical pedagogy approach to the preparation of future language teachers. Other experts such as Williamson and Montecinos (2011) have attempted to promote multicultural education and diversity in schools. However, the work to face the educational challenges in Chile has not been executed in teacher education programs (Peña-Sandoval, 2019).

In summary, this subsection of the chapter has briefly described the Chilean educational system. The section described the issues and consequences of neoliberal-based policies implemented during the military government that affect education. The section ended with a description of a recent challenge in education that calls for a change in teacher education programs.

Teaching and learning of English in Chile. English has been a priority in Chile since the early 2000s. Embedded in a discourse of globalization, economy, and the neoliberal model (Abrahams & Silva, 2016, 2017; Matear, 2008; Menard-Warwick, 2011), improving the teaching and learning of English has become a central goal of governments. English is set to contribute to the economic growth of the country, as the basis of neoliberalism, but also the quality of life of the population. More specifically, the emphasis on English has been made on the premise that if

Chilean citizens learned English, they would be able to obtain better job opportunities, have access to information, and participate in the globalized society (Abrahams & Silva, 2016, 2017; Yilorm, 2016). To attain these goals, several actions have been undertaken over the years.

English is now the official foreign language in the national curriculum. It is mandatory from 5th grade to 12th grade and is optional from 1st grade to 4th grade. There are two reasons for the optional start in 1st grade. First, there are not many language teachers prepared to teach elementary school students (Abrahams & Silva, 2017), and second, it is to compete with subsidized schools, which usually start English instruction in kindergarten or 1st grade. For all these levels, MINEDUC offers free material for teachers and students, e.g., textbooks or guides with lesson plans, to support instruction. In addition, the focus of the curriculum moved from developing receptive skills (listening and reading) to a fully communicative approach.

The government has also invested large sums of money in improving the level of English in schools and future teachers. The investment in this field has been made to benefit teachers and students from elementary to tertiary education. In 2004, the government launched the English Opens Doors Program (EODP) to help improve the level of English in the country. This program has been offering professional development opportunities for in-service teachers, opportunities to study abroad for pre-service teachers, and language competitions and camps for 5th-12th grade students. A particularity of this program is that no other subjects, such as math or language arts, have received this type of support.

Regarding the preparation of teachers, MINEDUC has demanded that universities offering language teacher education programs review and upgrade their curricula to include national and international guiding standards for the preparation of teachers. In 2014, MINEDUC launched guiding standards (CPEIP, 2014) to guide the curricula of language teacher education

programs to be implemented by all programs in the country. The purpose of these standards is to unify a common base for all the programs by delineating the skills and knowledge future language teachers should have. The standards are categorized into two groups: disciplinary knowledge and pedagogical knowledge. The disciplinary knowledge standards include ten dimensions related to subject matter and communicative proficiency, teaching methodology and language learning theories, cultural contexts, assessment, and participating in professional development and communities of practice. The pedagogical knowledge standards are also composed of ten dimensions and are related to the knowledge of students, curriculum, and school context.

However, these standards do not reflect the reality of some language teacher education programs. A report on the situation of language teacher education programs in Chile (British Council, 2012) and a study on the curricula of language teacher education programs (Barahona, 2016), also in Chile, revealed a strong emphasis on linguistics and discipline over other educational subjects, such as philosophy or educational psychology. This reality has been discussed by Abrahams and Farías (2010), who described a lack of communication and collaboration between language teacher educators and education teacher educators, impacting the focus of the curricula of language teacher education programs.

The preparation of language teachers in Chile, as stated, is heavily grounded in linguistics with an emphasis on second language acquisition (Abrahams & Silva, 2016; Barahona, 2016; British Council, 2012). The curriculum is usually fixed, i.e., students are required to take mandatory courses in the discipline and education and have few electives to choose from. The curriculum also offers school field experiences throughout the semesters with more emphasis in the last year of the program when students have their professional practicum. Similarly, in

response to the early start of English teaching in Chilean schools, some programs have started preparing teachers to work in K-12 settings, while others only focus on from 7th to 12th grade.

In summary, this subsection has described the teaching and learning of English in the Chilean context. The subsection described the characteristics of this situation, governmental policies, and briefly addressed the preparation of language teachers in the country and the challenges it faces nowadays.

Summary. This section of the first chapter has briefly described the Chilean educational system. The first subsection illustrated the current educational issues that affect Chile and how language teacher education programs can address them. The second subsection described the teaching and learning of English, and the preparation of future language teachers in Chile.

Organization of the Dissertation

This dissertation is composed of eight chapters. Chapter 1 introduces the problem, research questions, and contextualization of the study. Chapter 2 includes the literature review and the conceptual framework that inform the study. The literature review looks at research conducted on (language) teacher educators, language teacher identities and professional identity, and agency. The conceptual framework includes an overview a sociocultural approach to second language teacher education, professional identities, agency, and critical pedagogy. The chapter concludes with an elaboration of the conceptual framework. Chapter 3 outlines the methodology of the study. Chapter 4 describes the institutional structure and the English language teacher education program. Chapters 5, 6, and 7 present the main findings supported by a discussion of these findings. Chapter 8 closes this dissertation outlining the conclusions, implications, limitations, and next steps suggested by this study.

Summary of the Chapter

The first chapter has presented a general overview of the study. It introduces the topic under study, purpose, and research questions. The chapter also included a contextualization of the Chilean educational system, and teaching and learning of English in Chile. The chapter ended with a presentation of the organization of this dissertation.

CHAPTER II

Framing Literature and Concepts

The design of this study has been informed by scholarly work done with general and language teacher educators in the fields of SLTE, language teacher identity, and agency. In addition, this study has been framed within a conceptual framework that incorporates a carefully selected lens and supporting concepts that allowed me to explore the narratives of language teacher educators. This chapter is divided into two sections. The first section includes a literature review on language teacher educators, language teacher identity, and agency. The second section introduces the conceptual framework, which includes a sociocultural approach to SLTE, and the constructs of professional identities, agency, and critical pedagogy, as supporting concepts.

Literature Review

The literature review section presents the consulted work that informs this study in terms of the knowledge gap and conceptual framework. The literature review includes work on language teacher educators, language teacher educators' professional identity, and agency.

Language teacher educators. The first section of the literature review introduces the research predominantly conducted with teacher educators within the general field of teacher education and in SLTE, both internationally and in Chile. These works have been consulted to present the most relevant pieces in relation to trajectories in becoming language teachers or language teacher educators, and in relation to the practice of language teacher educators. It is important to note that the majority of the studies reviewed in this subsection respond to a sociocultural perspective on teacher education.

Language teacher educators' trajectories. Teacher trajectories, defined as how individuals become teachers or teacher educators, are important to understand the professional identities and the pedagogies and agency of language teacher educators. Literature in the field of teacher education has shown that exploring and understanding the trajectories of teacher educators can help illuminate the development of their professional identities (Murray, Czerniawski, & Barber, 2011; Swennen, Jones, & Volman, 2010; Williams & Ritter, 2010) as it sheds light on how the educators develop, reconstruct or renegotiate their identities in their new roles.

For this study, understanding the trajectories in becoming language teacher educators implies learning about their motivations to become language teachers and the implications of these for understanding their professional identities. In the Latin American and Chilean context, the literature on the trajectories in becoming teachers or language teachers is scarce. The literature presents information about influences to become teachers other than pathways to start a teaching career. These influences can be categorized as a) family members, b) former teachers, c) experiences as students, d) interest in the subject matter, and e) educational interest. The first three motivational factors highlight relational influences of the teacher educators to become teachers. Within these influences, Andrade (2016) characterized negative and positive influences of former teachers and educational experiences in the decisions of teacher educators to become teachers. Andrade exemplified that teachers relied on their former teachers, acting as role models, to inform their decisions on the type of teacher they would like to be. These influential factors emphasized the power of past influences in the trajectories in becoming teachers of teacher educators. Valencia (2017) added to the list of relational motivations interest in the English language, and an interest in teaching and social responsibility as reasons to embark on a

teaching program. Valencia's work with SLTE student-teachers in Canada, Colombia, and Chile is considered relevant for this study as it complemented the understanding of why individuals decide to become language teachers in Chile.

In the area of general teacher education, a few studies have explored and described the trajectories and pathways to becoming teacher educators. Some of the studies consulted identified the transitions, challenges, and motivations of teacher educators when they changed from school-teachers to teacher educators (e.g., Dinkelman, Margolis, & Sikkenga, 2006; Holme, Roob, & Bery, 2016; Zeichner, 2005). These aspects of becoming teacher educators present the first informative basis to understand the pathways and the situations that teacher educators face when they become teacher educators.

Likewise, contrary to becoming language teachers, the trajectories in becoming language teacher educators have been better described in terms of pathways rather than motivational factors. Three categories have been recognized in terms of becoming teacher educators: a) a need for a job, b) an invitation to join the teaching program, and c) a formal application to work in the teaching program. Andrade (2016) depicted two factors while investigating, describing, and interpreting the symbolic constructions developed by the personal and professional experiences of teacher educators' life narratives in Chile. More specifically, Andrade noted that not many of the teacher educators he studied had chosen to become teacher educators. Instead, they arrived at the teacher education program because they needed an immediate job or because they were invited to collaborate in the program and did not go through a formal application process. Montenegro's (2015) study with teacher educators in Chile had similar findings in relation to these pathways. However, Montenegro was able to identify that 23% of their participants had applied to become a teacher educator, in contrast to 40% who had joined the program because of

an invitation to work in the program. Andrade (2016) and Montenegro's (2015) findings illustrated examples of pathways that some teacher educators in Chile followed in becoming teacher educators and depicted their interest in preparing future teachers. This information, nonetheless, can lead one to question the real desire of choosing being teacher educators as a career, and their ultimate goal and professional investment in teacher education programs.

The literature on the trajectories of teacher educators has also addressed the internal support that novice teacher educators receive when they join a teaching program. Some of the literature consulted states that novice teacher educators receive little or no specific training or support from their fellow educators, which impacts their transition into the new working place (Korthagen et al., 2005; Lunenberg et al., 2007; Montenegro, 2015). Nevertheless, other studies described the collegiate support to novice teacher educators and the impact on their professional development. For example, Montenegro and Fuentealba (2015) studied how the collaboration with other members of the teaching profession can influence the performance of novice teacher educators. The authors concluded that the communities of practice within the program can influence the professional paths and practice of teacher educators, as both teachers and educators. In the process of facing challenges as new teacher educators, Trent (2013) explained that teachers can negotiate these challenges with past experiences, future ideals, competency, agency, marginalization while acknowledging the present context and time. Trent (2013) conceived these previous elements as factors that intervened in the development of professional identities. The significance of Trent's (2013) work is the connection that the author made between identity and trajectories in becoming language teacher educators while considering the teacher educators' agency in this understanding. Overall, the literature shows that navigating in

the new contextual setting and responding to various impositions and requests in higher education can have an intellectual, practical, and instructional influence on teacher educators.

The literature review in this section has presented the voices of teacher educators and framed an understanding of the practical underpinnings of this study. However, although the work done on trajectories provides information about motivational factors to become teachers and also describes the pathways in becoming teacher educators, they have missed addressing an issue which is core to this study. Some of the studies consulted, with the exception of Trent's (2013), who also acknowledged this issue, did not account for the agency of the teacher educators nor did they depict the development of the professional identities as novice teacher educators in conjunction with agency, which makes it necessary for it to be explored in the field.

Teacher educators' practice. The practice of a teacher educator, referred to as the pedagogies employed in the preparation of teachers, is another element within this study that will allow us to understand the professional identities, pedagogies, and agency of language teacher educators. Literature in the area of language teachers' practice suggest that in order to be better informed about teachers' practices, it is necessary to learn and incorporate both teachers and students' contexts in teaching (Barkhuizen, 2008). In this sense, the context works as a mediational element that influences teachers' practices, whether it is the classroom, the institutional environment, or the students' communities.

Particularly, in this study, teachers' practices can be understood as the pedagogies of language teacher educators. Language teacher education pedagogy can be defined as "what teacher educators do and say in their activities and interactions and the reasoning behind those activities and interactions" (Johnson & Golombek, 2018, p. 2). The work by Johnson and Golombek (2018) emphasized the need to pay attention to language teacher educators'

pedagogies and the necessity to meet the needs of SLTE teachers in their work. In other words, there is an interest in knowing about the actions of teacher educators in relation to today's current educational needs. The literature on practices of teacher educators presented for this study can be seen from the a) focus of instruction, and b) methodological approaches to preparation of teachers.

In relation to the focus on instruction, Vanassche and Kelchtermans (2014) described this focus through the relationships between the positioning of teacher educators and their educational practices. These authors summarized three positionings: i) a teacher educator of pedagogues—preparing teachers to form a whole person, not only focusing on teachers as subjects who learn; ii) a teacher educator of reflective practices—preparing teachers to reflect on their practice; and iii) a teacher educator of subject teachers—preparing teachers who know the subject matter they will teach. These three positionings identified in Flemish teacher educators described the goals that teacher educators have in preparing teachers. The focus on subject matter was evidenced by Smith (2016) in his work with language teacher educators in Cuba, and by Díaz and Solar (2011) with language teacher educators in Chile. Smith (2016) and Díaz and Solar (2010) argued that the explanation for this focus is the aim of preparing future teachers to be competent in the foreign language, discipline, and pedagogy. All these characteristics are partly aligned with the literature on (language) teachers' knowledge (e.g., Darling-Hamond & Bransford, 2005; Freeman & Johnson, 1998; Peercy et al., 2017; Shulman, 1987), and the importance of how teacher educators should incorporate these goals into their pedagogies. Notwithstanding, in the Chilean context, Díaz and Solar (2011) found that language teacher educators tend to emphasize educational topics and teacher reflection at a lesser degree over disciplinary knowledge, in contrast to the EFL reality depicted by Smith (2016). Díaz and Solar's

(2011) findings present a basis to understand the current practice of language teacher educators in Chile and how their pedagogies meet today's educational needs.

In terms of teaching methodology or how language teacher educators prepare future teachers, Smith (2016) highlights a pedagogy of tenderness used by Cuban language teacher educators. This pedagogy seeks to build on caring relationships between the school, families, and community, while at the same time it emphasizes traditional values of solidarity, collectivism, and collaboration. Smith (2016) also addressed traditional methods or approaches used to teach language teachers, such as the communicative approach. Smith (2016) and Díaz and Solar (2011) recognized the students' contexts by incorporating topics which were relevant and sensitive to the population, acknowledging the mediation of language teacher educators' students' contexts in their instruction. The analyses presented by Smith (2016) and Díaz and Solar (2011) respond to Barkhuizen's (2008) postulate on recognizing the educational contexts in language teacher education to learn about the practices of teachers. Moreover, the literature review in this section has illustrated some of the practices and ideologies of language teacher educators and their relation to societal contexts and the preparation of language teachers in a context where English is taught as a foreign language, as it is case of Chile, that enlighten this study.

The literature in language teacher educators' practice presented in this subsection has informed the pedagogical focus of language teacher educators. The consulted scholarly work explored the ideologies of language teacher educators, providing the purposes for instruction and the elements that can integrate a language teacher educator's methodology. Nonetheless, these lines describe the practices at a general level, whether in general education or in language teacher education, and have failed to incorporate the relation between pedagogies, professional identities, and agency. Therefore, this is an area that needs further exploration in the field of SLTE,

especially from the perspective of professional identities and agency. Finally, it is important to argue that the works by Vanassche and Kelchtermans (2014), Smith (2016), and Díaz and Solar (2011) differentiate from Andrade (2016), Montenegro (2005) and Montenegro and Fuentealba's (2015) (previous subsection) as they do not explain the career paths as teacher educators. The current study also attempts to connect these two themes as a baseline to inform about the professional identities, pedagogies and agency of language teacher educators.

Summary. This subsection of the chapter presented the work done on (language) teacher educators, particularly in relation to their trajectories and practice. The literature came from general teacher education and SLTE, and has both an international and a Chilean perspective. Overall, all the studies described in this section inform the analysis and directions of this study. What is more, the combination of these studies can serve as hypothetical assumptions about the reality of the language teacher educators participating in this study. Nonetheless, these studies also revealed gaps in terms of associating trajectories with their professional identities, their pedagogies, and their agency in teacher education programs.

Professional identity of language teacher educators. This subsection discusses the concepts of language teacher identity and professional identity with a focus on SLTE, and it presents a brief review of studies on these topics. As in the previous section, the review includes literature from both international and Chilean contexts. It is necessary to note that even though the term professional identity is part of the conceptual framework, its definition appears in this subsection to include scholarly work on this topic. The subsection includes three parts: conceptualization of language teacher identity from a sociocultural perspective, conceptualization of professional identity, and scholarly work on professional identity.

***Conceptualizing language teacher identity*.** Peercy at al. (2019) affirm that investigating and understanding the identities of language teacher educators is crucial due to the impact and power these can have on their pedagogy. Understanding teacher identities can make clear the dimensions of language educators' professional identities that would challenge discourses and enhance their work with teachers, schools, and communities.

What does teacher identity mean in SLTE? Socioculturally, language teacher identities can be constructed from a social and personal perspective (Beauchamp & Thomas, 2009; Miller, 2009, Varghese et al., 2005). A sociocultural paradigm underscores the social relations and contextual influences on the teacher, as well as acknowledging personal experiences. Contextually, identities can be influenced by personal stories, gender, culture, social relationships, working conditions, age, schooling, curriculum, policies, and professional development, among others. Socially, identities can be personally constructed by agency, emotions, values, beliefs, traditions, educational background, work and life experiences, and the self, among others. This construction includes the mediation of sociocultural, historical and institutional contexts, traditions, experiences, social interactions, and positioning that, when they interact, results in a (re)construction and (re)negotiation of their identities.

In the pursuit of theorizing language teacher identities, Varghese et al., (2005) offered an initial understanding of this term and the implications for SLTE teacher research. Informed by research on social identity theory, situated learning and communities of practice, and text-image, the scholars described teacher identity with three ideas or features. First, language teacher identity is a phenomenon that is not fixed, stable, unitary, or internally coherent, but rather multiple, shifting, and in conflict. Identities are transformational and transformative. They can be (re)constructed by mediating factors or the subjects' agency exercised in their practice. Second, a

teacher identity is “not context-free but is crucially related to social, cultural, and political contexts—interlocutors, institutional settings, and so on” (p. 23). Identities are shaped by the teachers’ context, which at the same time are bound to other sociocultural and political elements of the environment. Finally, identities are “constructed, maintained, and negotiated to a significant extent through language and discourse” (p. 23).

Varghese et al.’s (2005) theorization of identity presents an illustrative way of looking at this concept when conducting research. In this particular study, considering the features posited by the authors permits us to explore the identities of the language teacher educators by understanding their contexts, agency, and discourse in the development and (re)construction of their professional identities. Nonetheless, this conceptualization is complementary to the definition of professional identities.

Conceptualizing professional identity. A language teacher educator can be a language teacher, a language learner, a language teacher educator, or a language education scholar (Peercy et al., 2019). Thus, a language teacher educator can have multiple professional identities that can shape their pedagogies and instructional decisions.

Professional identities describe the roles of language teacher educators. They allow us to understand the practice of teaching as a profession (Botha & Onwu, 2013). Therefore, as shown in the conceptualization of teacher identity (subsection above), separating teacher identities from professional identities is said to be difficult (Salinas & Ayala, 2018). Both require personal involvement with their students, colleagues, and the community. A teacher then brings their personal experience into an educational context, which, among other factors, influences their professional identities as teachers.

Various studies have used the concept of professional identity. However, not many researchers have conceptualized its meaning (Beijaard et al., 2004). In general teacher education, for example, Sleegers and Kelchtermans (1999), cited in Korthagen (2004), described professional identities as "the result of temporary meanings related to themselves and their profession, which teachers construct by their environment" (Korthagen, 2004, p. 84). Kalaja, Barcelos, Aro, and Ruohotie-Lyhty (2016) noted that "professional identity is made up of the different ways teachers express themselves and how they talk about their work with other people in different contexts" (p. 22), whereas for Beijaard, Verloop, and Vermunt (2000), professional identities is composed of their discipline, pedagogical identity, ethical, social and emotional student-related aspects, and didactic factors.

Eteläpelto, Vähäsantanen, and Hökkä (2015) depict professional identity as:

> work history-based constellations of teachers' perceptions of themselves as professional actors – perceptions that encompass the teacher's current professional ideals, goals, interests, and values (including their views on teaching and on the students' learning), their ethical standards and commitments, and their own future prospects. (p. 664)

Eteläpelto et al. (2015) argue that sociocultural conditions and practices do not directly determine identity, but instead, it is the actions of teachers using their agentic experiences that produce transformations and maintenance of their professional identities. Eteläpelto et al. (2015) aligned with Varghese et al. (2005) in the relevance of teacher agency to mediate professional identities.

Beijaard et al.'s (2004) work is an informative piece about understanding teacher professional identity in teacher education. They elaborated a characterization of teacher professional identities which offered four features: 1) professional identity is not stable or fixed;

instead it is an ongoing dynamic process corresponding to a (re)interpretation of experiences, 2) it implies both the person and the context, therefore it is not entirely unique as "[t]eachers are expected to think and behave professionally, but not simply by adopting professional characteristics, including knowledge, and attitudes, that are prescribed" (p. 122), but the value they assign to them, 3) it consists of sub-identities that are related to the teachers' contexts and relationships and which should be well-balanced, and 4) agency is an important element of professional identity, "meaning that the teachers have to be active in the process of professional development" (p. 122) and that a professional identity "is not something that teachers have, but something they use in order to make sense of themselves as teachers" (p. 123).

The characteristics posited by Beijaard et al. (2004) portray that professional identities can be reconstructed, depend on context, include other sub-identities, and are mediated by agency. These features highlight aspects mentioned earlier by Varghese et al. (2005). Thus, participation in practice, discourses in work organizations, and agency can reconstruct professional identities. Likewise, all the definitions described above illustrate that the educators (re)negotiate their identities based on how they see themselves, their contexts, their experiences, their ideologies, and their social relations.

From a sociocultural perspective, Varghese (2016, 2018) has defined the professional identity of language teachers. Varghese (2016) explains that

> the definition of language teacher identity rests on a sense of a core professional identity that is created by a set of individual experiences and material resources that changes and evolves as language teachers go through their teacher preparation program and through their classroom and school setting. (pp. 45-46)

Varghese's (2016) definition explains how identities are (re)constructed in teaching and working contexts. Varghese (2018) also explained that teacher professional identities are

> an interaction of how individuals see themselves as language teachers and how they enact their profession in their settings… such an articulation of teacher identity formation would put it in the category of 'identities in practice' rather than 'identities in discourse'. (p. 75)

Varghese's (2016, 2018) definitions underscore teachers' practices and contextual factors as crucial for the enactment and development of their professional identities. At the same time, the definitions also explain the perception that teachers have of themselves as teachers. Furthermore, Varghese (2018) adds that teachers' beliefs, personal histories, discourses, and influences, as well as professional and institutional settings, are mediators of their identities. Therefore, teachers' prior and present experiences (personal, professional, or institutional) and the meanings associated with those experiences, can shape their professional identities.

Extrapolating Varghese's (2016, 2018) conceptualization of professional identities to this particular study would help us understand how the educational context and personal experiences inform the professional identities of the language teacher educators and also how they perceive themselves as educators. Similarly, it would inform us as to how the language teacher educators enact their agency in the preparation of teachers.

In this study, the exploration of the professional identities seeks to understand the language teacher educators in a context or environment in which they are not only teaching or educating. Language teacher educators bring in their responsibilities as administrators, curricular and subject matter experts, supervisors, or researchers. These experiences, other identities, their

personal and professional stories inside and outside of academia, and their agency can depict some of the influences on the professionalism and pedagogy of the language teacher educators.

Research on language teacher identity and professional identity. This subsection provides the literature which has addressed teacher identity and professional identities of language teachers and (language) teacher educators. The works presented herein have been selected to inform the knowledge gap and the theoretical underpinning of this study.

The study of language teacher identities has received increased attention in SLTE in recent years. Nonetheless, research on teacher educators or language teacher educators and their professional identities has not received much attention (Liu & Xu, 2011; Whitsed & Volet, 2013). From the work on professional identities of teacher educators, some authors have emphasized the importance of professional or past events in the development of these identities. Olsen and Buchanan (2017) and Salinas and Ayala (2018) noted that the development of teacher educators' professional identities is shaped by their biographies, professional preparation and career history. For Wright (2010), the development of the professional identities of teachers relies on the interplay between the teachers' own experiences and their subsequent lives as teachers. Teacher educators can then rely on their previous identities as teachers, which are expressed through their stories, and transfer this knowledge or experiences into their new roles.

In his work on the professional identities of teacher educators, Davey (2013) explained that the professional identity of a teacher educator is individually and socially constructed from their backgrounds, experiences, and histories, and which "[have] mediated and developed through social and cultural interactions, and within the particular cultural contexts of their current social practice" (p .27). In this explanation, Davey (2013) referred to contextual factors as part of the process of developing, (re)constructing and (re)negotiating professional identities.

Others, such as Avidov-Ungar and Forkosh-Baruch (2018), have also stressed the relevance of the professional context in the development of these identities. Flores and Day (2006) were more specific in stating that teachers' identities can be shaped by their emotions, beliefs, personal biographies, teacher education programs and teaching practice, contexts of their teaching and the emotional climate of the schools and classrooms, i.e., identities can be (re)constructed in a specific time and space. These authors described the complexity of the (re)negotiation of the professional identities of teacher educators for the multiple roles that a teacher educator can have in a program, such as teaching or researching, and their commitment to teaching. These multiple roles result in a shift of identities between academia and pedagogy according to their responsibilities. In these works, the authors referred to the multiple roles or identities that evolve or are (re)constructed or (re)negotiated according to their professional responsibilities or shaped by their contexts as defined by Varghese (2016, 2018).

From a different perspective, Simon-Maeda (2004) looked at the influence of context with a different variable in the development of professional identities of language teacher educators. This author brought gender into the study of identity construction and its effect in the professional environment of female language teacher educators in Japan. Simon-Maeda noted that gender can mediate the development of professional identities by the power that others place onto the language teacher educators due to their gender. Gender is socioculturally mediated by the culture and beliefs of those in the community or workplace. This type of power (cultural) becomes an ideological constraint and an oppressive force that is imposed in the language teacher educators' personal lives, which individuals need to handle to survive in their profession. Thus, gender can be seen not only as an attribute of individuals, but also as a component in the development of identities that is affected by the professional contexts. Simultaneously, gender,

or any other traits of language teacher educators, should be taken into account as part of the development of their professional identities. Nonetheless, what is important to learn about this power imposed onto gender is the role of the agency of the language teacher educators that would allow them to develop or (re)construct their identities.

The conceptualizations of teacher identities and professional identities have acknowledged that identities are developed or constructed in practice. Kanno and Stuart (2011) put it that there is "mutually constitutive relationships between identity and practice. Identities develop only in situ, as one takes part in the practices of a community and learns the ways of being and doing in the community" (p. 240); identity is not something that a person brings to their practice that is already formed, nor it is something that accidentally emerges from acquiring some knowledge or skills (Lave & Wegner, 1991). In this case, professional identities will develop and shift according to their responsibilities or situations in their professional environments and due to membership and competences in the institutional community (Tsui, 2007).

In an example of context and identity in practice, Liu and Xu (2011) investigated the negotiation of identity of a language teacher educator in China. They illuminated the complexity of identity in a workplace in which liberal and traditional pedagogies coexisted, depicting how the language teacher educator should reconcile with themselves in order to contend with an educational reform. Liu and Xu (2011) explained that identity had a negotiable, flexible, and adaptive nature as the language teacher educator had to adapt to different situations to survive the changes in reform, and that the communities of practice within the workplace was a factor that influenced the r(e)negotiation of identities. Communities, in this case, served as support on

how to act in the new workplace. Liu and Xu (2011) exemplified the idea of a teacher modifying their identity in order to fit the community as it was also shown by Li and De Costa (2018).

Overall, Kanno and Stuart (2011), Liu and Xu (2011) and Tsui (2007) revealed that their participants developed their identities in practice as was proposed by Varghese et al. (2005) and Varghese (2016, 2018), as well as in the interactions that they had with members of their institutions. These contexts and interactions can be seen as affordances or constraints in how the participants see themselves as language teacher educators. It can be argued, therefore, that the (re)construction or (re)negotiation of professional identities is not only related to growing professionally or to fitting a particular role, such as a learner educator or a researcher educator, but as to making their way in a working community motivated by their agency to produce the transformation and maintenance of their professional identities. What this idea brings to the table is how positively or negatively this (re)construction or (re)negotiation of professional identities can be for the language teacher educator and their personal interests.

In summary, research on the professional identities of language teacher educators is limited. The studies described above showed how teachers navigate and (re)construct their identities based on professional growth, personal traits, cultural beliefs, and ideologies. The literature has also shown the important role of institutional and cultural environments in the development, (re)construction, and (re)negotiation of teacher educators. These mediating elements make it possible to understand sociocultural factors in the development of language teacher educators' professional identities. Nonetheless, even though previous experiences and context are important in the process, agency takes a pivotal role in professional identity development. The scholarly work on agency and its connection with professional identities will be elaborated in the following subsection.

Summary. This subsection presented the definitions of teacher identity (Varghese et al., 2005) and professional identity (Varghese, 2016, 2018) that guide this study. This subsection also includes a brief review of the literature consulted to explore language teacher identities and professional identity. The literature selected stressed the important role of the institution, cultural environment, and social relations in the construction of language teacher identities. The studies showed that teachers navigate and reconstruct their identities based on context, cultural beliefs, ideologies, and professional growth. These mediated elements make it possible to understand sociocultural factors in the development of teachers' professional identities. Finally, although the definitions of teacher identity and professional identity include the role of agency, studies addressing this connection are presented in the following section.

Agency and its connection with professional identity. This section discusses the concept of agency, with a focus on SLTE, describes its connection with professional identity, and presents a brief review of studies on this topic. It is necessary to note that even though the term agency is part of the conceptual framework, its definition appears in this subsection to include scholarly work on this topic. The subsection includes three parts: conceptualization of agency, the relationship between agency and professional identity, and scholarly work on agency and professional identity.

Conceptualizing agency. The construct of agency has been theorized in various disciplines and from diverse perspectives (Feryok, 2012). However, in general terms, agency has widely been understood as the subject's capacity to act. Some authors have offered more specific definitions. For example, Rogers and Wetzel (2013) defined agency as "the capacity of people to act purposefully and reflectively on their world" (p. 63) while Duff (2012) refers to agency as

> people's ability to make choices, take control, self-regulate, and thereby pursue their goals as individuals leading, potentially, to personal or social transformation (…) A sense of agency enables people to imagine, take up, and perform roles or identities (…) Agency can also enable people to actively resist certain behaviors, practices, or positions, sometimes leading to oppositional stances and behaviors. (p. 417)

White (2018) posits that teacher agency

> aims to describe teachers' efforts to make choices within a host of contexts: in establishing and maintaining relationships with learners and colleagues, in engaging in new curricular requirements and assessment practices, in innovative learning, in participating in ongoing professional development opportunities and teacher workplace learning initiatives, in adapting themselves to the diverse requirements of their working contexts, and so on. (p. 196)

Hiver and Whitehead (2018) explain that teacher agency is not a fixed, latent capacity, "instead it is shaped by teachers' past experiences in relation to the social and professional contexts in which teachers work and is tied to the superordinate professional identities teachers come to form" (p. 3). From a more professional perspective, Vähäsantanen (2015) refers to agency as "the notion that professionals such as teachers have the power to act, to affect matters, to make decisions and choices, and take stances, for example, in relation to their work and professional identities" (p. 2). These three definitions emphasize the impact of teachers' choices or decisions on their practice, professional development and professional identities. Similarly, this understanding includes not only the classroom practice, but also considers the teachers' institutional contexts in their decisions.

Teachers' agency has not been widely explored in the area of SLTE (Kayi-Aydar, 2015b; Miller, Kayi-Aydar, Varghese, & Vitanova, 2018; White, 2018), nor has it received a lot of attention in applied linguistics (White, 2018). Miller et al. (2018) contested that "gaining a clearer and deeper understanding of language teacher agency is never simple, but is always important work, with deep political implications" (p. 2). Their collection of papers was characterized by the idea that language teacher agency can be conceptualized and examined by multiple concepts "such as expertise, emotions, social justice, identities, translingual practices, and plurilingualism, among others" (p. 2). From this understanding and the presentation of papers, they concluded that regardless of the approach, "agency involves doing things in the world" (p. 1).

In order to explore the agency of the language teacher educators, this study draws from Ahearn's (2001) provisional definition of agency as "the socioculturally mediated capacity to act" (p. 112). Ahearn developed this definition based on the fact that "all action is socioculturally mediated, both in its production and its interpretation" (p. 112). This definition is nested within the sociocultural approach taken in this study as it considers experiences, contexts, and interactions to investigate the language teacher educators and their professional identities.

Feryok (2012) explains that this sociocultural conceptualization situates "agency within its social context, including past history, current situation, and future prospects" (p. 97). Similarly, van Lier (2008) sees this sociocultural approach as an "action potentially mediated by social, interactional, cultural, institutional and other contextual factors" (p. 171), whereas Lantolf and Thorne (2006) add that historical and cultural trajectories mediate agency. Similarly, Hiver and Whitehead (2018) explain that teacher agency is not a fixed, latent capacity, instead "it is shaped by teachers' past experiences in relation to the social and professional contexts in which

teachers work and is tied to the superordinate professional identities teachers come to form" (p. 3). Thus, this construct highlights interactions, contexts, culture, and other factors that surround the subject.

Agency is an important element in the development, (re)construction, and (re)negotiation of professional identities. Focusing on teacher agency allows us to understand who teachers are, their work in the classroom, and its connection with their professional identities shaped by contexts, interactions, and experiences. A more elaborated discussion on the relationship between these concepts is explained in the following subsection.

Agency and its relationship with professional identity. Professional identity cannot be developed without agentic action (Ruohotie-Lyhty & Moate, 2016). It is the actions of teachers who use their agentic experiences that cause the transformations and maintenance of professional identities (Eteläpelto et al., 2015). Thus, agency is fundamental in the negotiation of professional identities (Hökkä et al., 2012), as it can expand or limit the possibilities for their formation and reconstruction (Kayi-Aydar, 2017).

By knowing agency, it is possible to have a clearer understanding of the relationship between this concept and professional identities. In the theorization of language teacher identity, Varghese et al. (2005) depicted agency as a crucial element that would intervene in the (re)construction, deconstruction, and (re)negotiation of identities in response to contexts, practices, discourse, or other socio cultural/ political/ economic factors that affect language teachers. Consequently, the formation of professional identities implies looking at how teachers use their agency "in interpreting their experiences and what kind of self-stories they form on the basis of their everyday experiences" (Ruohotie-Lyhty, 2013, p. 122). These experiences and stories can shape who they are and their roles.

An examination of professional identity can include a link to a language teacher educator's agency as this latter impacts their roles, decisions, working conditions, and positionalities as teachers (Kayi-Aydar, 2015a). Agency is a mechanism observed to make decisions and to act on the workplace, whether it is to fit in a community of practice or to respond to their professional demands. Therefore, agency becomes crucial in the way that professional identities will develop, and allows us to know what sociocultural, language, and educational contexts of teachers look like (Kayi-Aydar, 2017). Agency also tells us how language teacher educators can adapt to contexts, grow professionally, and navigate their working space. As Edwards and Burns (2016) have pointed out,

> teacher agency is an important construct in language teacher identity research because it allows individuals both to enact potential new identities and resist others…. teachers' identities can be shaped by their agency, but that their agency might also be constrained by their socio-professional environments. (p. 737)

After briefly presenting the importance of agency in the development of professional identities, using Ahearn's (2001) conceptualization of agency will help make visible some of the factors that shape the language teacher educators' agency and the way(s) that this is exercised or constrained in the development, (re)construction and (re)negotiation of the professional identities. Similarly, this concept can help illuminate how the language teacher educators make sense of their professional identities and practice as they interact with different contexts (teacher education programs, classrooms, K-12 schools as learners and teachers, and the school of education), engage in social and professional relations, and refer to their historical or past trajectories or experiences.

Research on agency and professional identities. This subsection provides scholarly work that has addressed agency and its relationship with professional identities. The works presented herein are selected pieces that inform the knowledge gap and respond to the theoretical underpinning of this study, narrative inquiry.

In the literature, there are studies that have explored the relationship between agency and professional identities in both general teacher education and SLTE. In SLTE, some of them have addressed the work of pre-service teachers' development of their professional identities and previous experiences using the concept of identity-agency (Ruohotie-Lyhty & Moate, 2016), the identity (re)negotiations and agency of pre-service teachers with an ESL endorsement (Kayi-Aydar, 2015b), identity-agency relationship and racial background (Kayi-Aydar, 2017), and identity negotiation across time and space (Kayi-Aydar, 2015a). Research conducted with language teacher educators, however, is an understudied area. Therefore, I am relying on work conducted with language teachers or pre-service teachers to inform this study.

Although their study was not conducted with language teachers, Eteläpelto et al. (2015) pointed out that agency has a power in the renegotiation of professional identities. The authors explained that teachers enact their agency not only to renegotiate their professional identities based on their pedagogies, but also when they enter new school contexts. In this renegotiation of identities, teachers have to re-assess their ideals and ethical standards to be part of the community. Kayi-Aydar (2015a) pointed out that the renegotiation of professional identities can also be related to the teacher's interest. This author indicated that becoming a teacher was rooted not only in the teacher's social identity, but also in those identities created in the past and present. These studies describe that teachers (re)construct or (re)negotiate conflicting ideas for themselves (Kayi-Aydar, 2015b) while executing their agency based on personal beliefs or

ideologies, and also on the school contexts. Therefore, understanding conflicting situations that teacher educators go through in their jobs set a basis to learn about their pedagogies, and how these are informed by agency and their professional contexts.

As stated earlier, context can shape a language teacher's agency, and consequently the negotiation of their professional identity. The literature consulted describes the context as social and educational. In other words, not only where teachers interact socially, but also where they work, study, or teach. Liu and Xu (2011) and Li and De Costa (2018) illustrated how language teachers are impacted by the context in which they work, especially in the way they act and make professional decisions. The work of Kayi-Aydar (2015a, 2017) with language teachers illustrated how agency is not fixed, but is vastly influenced by the educational contexts in which the teachers work or had been at. More specifically, Kayi-Aydar (2017) depicted experiences in the working environment, and settings where teachers learned English or pursued graduate studies as contexts that can shape a teacher's agency and professional identity. In these settings, the teacher can negotiate their identities as a classroom teacher, faculty colleague, and graduate assistant, referring to some of the types of professional identities described by Peercy et al. (2019). These roles, Kayi-Aydar (2017) explained, can also be related to personal traits of a teacher. The author highlighted complex connections of a teacher with her racial and ethnic background, past experiences, and power differentials, and how these variables impacted this teacher's agency and renegotiation of her identities in the various social and educational contexts. Kayi-Aydar (2015a) adds to this discussion that teachers tend to exercise their agency more in spaces that they are familiar with, where they had been before, and where they do not feel different from their peers. It can be argued that in these types of settings, teachers have the possibility to develop their professional identities with a less restricting and conflicting positioning of their identities.

Within the context, an important issue to address is the influence of other members of the community in affording or constraining teachers' agency. Eteläpelto et al. (2015) and Kayi-Aydar (2015b) attributed the affordances or constraints to the power dynamics existing in the working place, especially members of the school community. In their studies, the teachers felt that those individuals who were above them in their positions constrained aspects of their agency when they were attempting to enact ideas and act professionally, whereas those individuals who were at a similar collegial level afforded the possibility of enacting their agency. In these processes, teachers had to renegotiate their professional identities in response to their context and other members of the community. This idea was explained by Liu and Xu (2011) who stated that "power dynamics would greatly influence how teachers react to different situations and what decisions they make about their professional development" (p. 191). It is the reactions by teachers that affect their decisions and how to (re)negotiate their identities based on context and members of the community.

The studies briefly discussed in this section addressed agency and the relationship of professional identities. The scholarly work consulted can be transferred to interpret the language teacher educators' experiences at the program. The literature can inform about the role of agency in the development, (re)construction, and (re)negotiation of professional identities, particularly regarding the context and members of the social and educational communities. Since the literature on language teacher educators and this topic is limited, these studies provide a basis to learn about potential mediational factors of professional identities, and agency of language teacher educators.

Summary. This subsection presented the conceptualization of agency, its relationship with teacher identity, and scholarly works that informed the study with their approaches to

understanding the data even though none had language teacher educators as participants. Nevertheless, these studies bear proof of the close interconnected relationship between agency and identities.

Summary. The literature review section introduced the scholarly works that informed this study. The review consisted of studies on teacher educators, language teacher professional identity, and teacher agency. This section also presented the definitions of two constructs that support the theoretical framework: professional identity and agency.

Conceptual Framework

The conceptual framework "foregrounds the concepts and relationships that the planned qualitative study will actually examine empirically" (Knapp, 2016, p. 11). It considers the "main things to be studied—the key factors, variables or constructs—and the presumed interrelationships among them" (Miles, Huberman, & Saldaña, 2014, p. 20). Drawing on these conceptualizations, this section of the chapter introduces the main theory and concepts that guide this study. The conceptual framework contains a description of the sociocultural paradigm in SLTE (Johnson, 2009; Johnson & Golombek, 2011) as the main lens guiding this study, a reiteration of the definitions of professional identity and agency, critical pedagogy (Freire, 1970) as a supporting concept, and a brief explanation of how these concepts are integrated and support the theoretical framework.

A sociocultural approach to second language teacher education. The literature consulted in the literature review section of this study presents scholarly work that employed a sociocultural perspective on teacher (professional) identity and agency. This subsection briefly discusses the relevance of a sociocultural approach to SLTE.

In recent years, research in SLTE has taken a sociocultural turn (Farrell, 2018) as a reaction to purely cognitive and individual views of human actions (White, 2018). Early proponents of a sociocultural turn in the field, Freeman and Johnson (1998) exemplified this trend by acknowledging that teachers bring "prior experiences, personal values, and beliefs that inform their knowledge about teaching and shape what they do in their classrooms" (p. 401). This positionality depicts that knowledge is constructed in a socially negotiated process which includes the interaction between the teachers' social contexts and their experiences with students, parents, and other stakeholders of the teaching sector.

A decade later, the publications by Johnson (2006, 2009) and Johnson and Golombek (2011) also showed the importance of using a sociocultural perspective in SLTE. Johnson (2009) and Johnson and Golombek (2011) suggested that sociocultural theories are more appropriate to understand teachers' cognitive development in their journey to teaching. Similarly, Lantolf and Thorne (2006), in relation to foreign language education, posit that using socially based approaches would allow for a re-conception of language education "around social influences as well as for social objectives" (p. 364). A sociocultural approach helps us explore the immediate reality of teachers, for example, by looking at elements and their surrounding backgrounds, such as institution or their teacher education program, that have mediated their identities, agency, and pedagogies. It is an approach which underscores the role of social mediation in teaching and learning (Lantolf & Thorne, 2006).

The sociocultural perspective in SLTE recognizes that there is a strong connection between the cognitive and the social, and that the development of human consciousness "depends on the specific social activities in which we engage, and [on] the culturally constructed materials and semiotic artifacts or tools, the most important of which is language, which we use

to participate in those activities" (Johnson, 2009, p. ix). In other words, teachers develop their cognition based on the interaction in different activities via the mediation of culturally constructed artifacts. Since identity and agency are considered areas of educational psychology; thus the relevance of this approach to this study.

A sociocultural approach also recognizes that social interaction and cultural institutions can impact a teacher's cognitive growth and development. Johnson (2006) recognized that language teachers and language teaching are affected by complex social, cultural, political, and institutional factors, which together inform teachers' social and teaching practices. In this sense, Donato and McCormick (1994) highlighted the roles of schools or classrooms as contexts that influence individuals' learning and performance. Moreover, within institutional factors, for example, Rind and Kadiwal (2016) identified institutional policies and practices that influenced the learning and teaching in an English language program.

In this study, the sociocultural lens becomes an umbrella approach—metaphorically speaking—to explore the professional identity, agency, and pedagogies of language teacher educators. As seen earlier in the literature review section of this chapter, a sociocultural lens allows to conceptualize and define teacher professional identity and agency, and make explicit the institutional and teacher education program factors that mediate teachers and their practice. The sociocultural lens also covers critical social theories that are used in education. These theories can explain how education contributes to reinforce or challenge relations of domination in society (Levison, Gross, & Hanks, 2011) and thus understand teachers' pedagogies. This study relies on critical pedagogy (Freire, 1970) to explore the pedagogies of the participants, concept that I will elaborate later in a following subsection.

***Language teacher professional identity and agency*.** This subsection reiterates the definitions of professional identity and agency that are used in this study. From a sociocultural approach, the scholarly work by Varghese (2016, 2018) in language teacher education is used to understand professional identity. The definition goes as follows:

> the definition of language teacher identity rests on a sense of a core professional identity that is created by a set of individual experiences and material resources that changes and evolves as language teachers go through their teacher preparation program and through their classroom and school setting (Varghese, 2016, pp. 45-46).

Varghese's (2016) definition explains how identities are (re)constructed in teaching and working contexts. Varghese (2018) also explained that teacher professional identities could be seen

> as an interaction of how individuals see themselves as language teachers and how they enact their profession in their settings… such an articulation of teacher identity formation would put it in the category of 'identities in practice' rather than 'identities in discourse. (p. 75)

The definition of agency used in this study is understood as "the socioculturally mediated capacity to act" (Ahearn, 2001, p. 112).

These definitions look at the social, cultural and institutional factors that mediate the professional identities and agency of the language teacher educators.

***Critical pedagogy*.** As a critical social theory within the spectrum of sociocultural theories, this study relies on the principles of critical pedagogy, especially the concept of *conscientização* or critical consciousness to answer one of the research questions.

Critical pedagogy is a social and educational ideology that seeks to promote changes in societies and schools by empowering "people to challenge oppressive conditions in their lives"

(Hawkins & Norton, 2009, p. 1). Critical pedagogy, sometimes considered as part of the hidden curriculum, is a pedagogy that fights against social oppression and its related customs and beliefs. It criticizes the established order, questions, and challenges the domination of, as well as the beliefs and practices of the groups who dominate, or as Freire mentions in his work, the oppressors (Freire, 1970). Critical pedagogy focuses on how the ideologies of the dominant groups in a society can lead to a construction of meanings in ways that benefit specific groups while marginalizing others.

Critical pedagogy emerged from the writing of Paulo Freire as a way to empower people to challenge the oppressing conditions of their lives in Brazil through literacy and language. He wanted to challenge "the stultifying and authoritarian nature of the so-called banking in education" (Levinson et al., 2011, p. 237). The concept of banking implied that "knowledge is a gift bestowed by those who consider themselves knowledgeable upon those who they consider to know nothing" (Freire, 1970, p. 58). This knowledge was not expected to be criticized but passively received by the population, which led to strengthening the established order. As a response, Freire advocated for a type of dialogical education that would overrule the banking model. He addressed emancipation as a method to seek liberation from the oppressive relations in society through practices that would involve social critiques. Through education, as inherently political, it would be possible to bring awareness to the fact that inequalities are not necessary for societies, and are a result of processes led by men.

Critical pedagogy offers various themes or concepts that are important for the emancipation of the oppressed. This study focuses on only critical consciousness or *conscientização* due to the nature of the findings. Critical consciousness or *conscientização* refers to "learning to perceive social, political, and economic contradictions, and to take action

against the oppressive elements of reality" (Freire, 2000, p. 35). It raises "consciousness about the ways in which power relations are constructed and function in society, and the extent to which historical, social, and political practices structure educational inequity" (Hawkins & Norton, 2009). It is about making these issues visible to the students during instruction where action is the process of changing reality. In more detail, *conscientização* is a process that

> exposes and engages the relations between the oppressor and the oppressed … to awaken in the oppressed the knowledge, creativity and constant critical reflexive capacities necessary to demystify and understand the power relations responsible for their marginalization, through this recognition, being a project of liberation. (Macedo, 2014, p. 179)

Critical reflection and transformative action become central elements of *conscientização*.

Critical pedagogy is an approach used to address inequalities through social critique. The concepts that critical pedagogy has made available for education and other sciences become a strong basis for understanding the teaching practices and pedagogies of language teacher educators in Chile. As stated earlier in this study, the preparation of teachers is heavily grounded on applied linguistics and pedagogical content knowledge. Abrahams and Farías (2010) have called for including critical pedagogy in the preparation of EFL teachers in Chile. This study uses *conscientização* to explore the teaching philosophies of language teacher educators.

Conceptualizing the professional identities, agency and pedagogies of language teacher educators. The conceptual framework of this study has been developed to look at the stories of the participants and learn from their personal and professional experiences and contexts.

From a sociocultural standpoint, individuals can have multiple professional identities which are context-dependent, influenced by institutional factors, and which can be understood through their stories. These professional identities are transformed and maintained through the actions of teachers who use their agentic experiences as revealed by the participants' stories. Therefore, professional identities and agency are interconnected. Together, professional identities and agency permeate language teacher educators' pedagogies, which can be understood through their agentic actions and critical pedagogy.

In this study, the conceptual framework is organized in the following mode. The identities and agency are depicted in the participants' stories which will be explored and understood within a sociocultural paradigm, more specifically, social, cultural, and institutional factors. The stories will also allow us to learn about the participants' agency or agentive actions in the development, (re)construction and (re)negotiation of their professional identities. The two concepts will also help inform us about the language teacher educators' pedagogies and the focus of the preparation of teachers, which will be explored through critical pedagogy, as a critical theory within the sociocultural approach in education. A diagram representing this organization of the conceptual framework is shown in Figure 1.

Summary. This section introduced the conceptual framework guiding the study. The section presented a sociocultural approach to SLTE as the theoretical framework, and the supporting concepts used to explore the professional identities, agency, and pedagogies of the language teacher educators. This section ended with a brief explanation that illustrated the connection between the concepts and the theoretical framework, represented with a diagram.

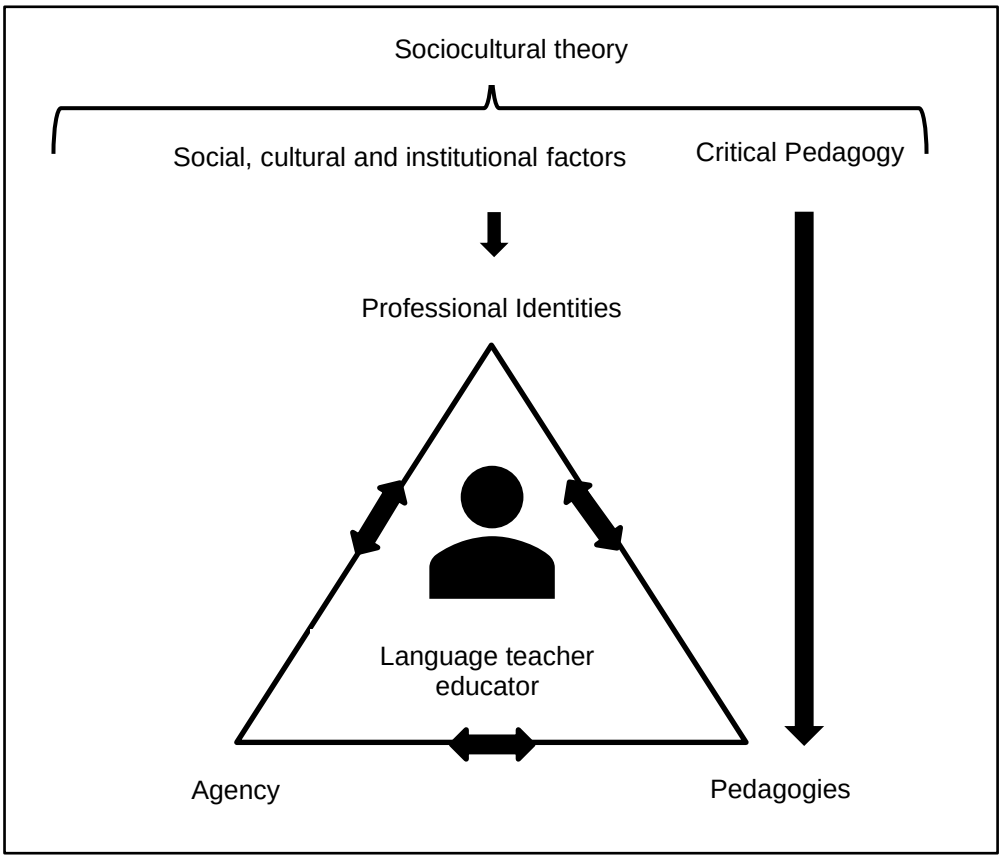

Figure 1. Conceptual framework.

Summary of the Chapter

The purpose of this chapter was to present the literature review and conceptual framework. The scholarly work from the literature review included research done on (language) teacher educators, professional identities, and agency. The conceptual framework described the theoretical framework used in the study which was supported by other theoretical constructs that would serve as a lens to respond to the research questions of this study.

CHAPTER III

Research Methodology and Methods

The purpose of this chapter is to present the research methodology and methods used in this study. The chapter includes nine sections: 1) methodological orientation of the study, 2) setting of the study, 3) overview of study phases, 4) data collection strategies and procedure, 5) participants, 6) approach to data analysis, 7) validity and reliability, 8) researcher's positionality and ethical concerns, and 9) translation issues.

Methodological Orientation

Every individual is unique and has a different story to tell. They have gone through exceptional experiences that have impacted their lives, professions, and eventually, how they act in different contexts. This narrative multi-case study explored the professional identities, agency, and pedagogies of language teacher educators, focusing in particular, on the trajectories, experiences, and teaching philosophies of these educators, their professional context, and their sense of agency in the preparation of language teachers in Chile. As stated in the first chapter, this study answered three main questions:

1. How do language teacher educators construct their professional identities?
2. How does the language teacher education program influence the professional identities, agency, and pedagogies of language teacher educators?
3. How does the agency of language teacher educators mediate their professional identities and pedagogies?

Qualitative methods have been the primary approach used to explore identities and agency, and to understand teachers' narratives, stories, and reflections in SLTE (Barkhuizen, 2014, 2016; Kalaja et al., 2016; Kayi-Aydar, 2017; Rezaei, 2017; Valencia, 2017). Drawing on

this methodological tendency, this study uses a qualitative approach as the guiding methodological orientation. Using a qualitative approach, the focus was on providing a more in-depth exploration of each of the participants in order to understand their actions and stories more fully.

In particular, this is a narrative multi-case study. Following methods from other studies (Kayi-Aydar, 2017; Valencia, 2017; Vaughn, 2013) and guided by Barkhuizen, Benson, and Chik's (2014) work, this study is grounded on the traditions of case study (Yin, 2014) and narrative inquiry (Clandinin & Connelly, 2000; Creswell & Poth, 2008).

Case study. Yin (2014) defines case study as "an empirical inquiry that investigates a contemporary phenomenon (the 'case') in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident" (p. 16). To this description, Merriam (2009) adds that case studies analyze bounded systems or cases, which help search for meaning and understanding, having an "end product being richly descriptive" (p. 39). In addition, Merriam (2009) explains that case studies "focus on a particular situation, event, program or phenomenon" (p. 43), and can help "illuminate the reader's understanding of the phenomenon under study" (p. 44). Case studies allow the researcher to work within a bounded system and to focus on various units of analysis.

In terms of typology, this is a descriptive case study. The objective of a descriptive case study is to "describe a phenomenon ('the case') in its real-world context" (Yin, 2014, p. 238), making this description as complete and as rich as possible (Hancock & Algozzine, 2011). This characteristic allows the researcher to understand the narrated experiences that influenced and permeated the professional identities and agency of the participants. Regarding its design, this is a multiple holistic case study (Yin, 2014). This design is better used when there are multiple

participants and multiple narratives (Barkhuizen et al., 2014). In this case, there were six units of analysis, i.e., six participants, bearers of their own stories.

Narrative inquiry. Narrative inquiry is a methodological approach that focuses on individuals' stories (Barkhuizen, 2011, 2014, 2016; Barkhuizen et al., 2014; Johnson & Golombek, 2002) and which has received increased attention in SLTE for the past 15 years (Stephenson & Harold, 2015). In the SLTE field, narrative inquiry has been used to explore identity (Barkhuizen, 2014, 2016; Canagarajah, 2012; Valencia, 2017) and agency (Kayi-Aydar, 2017).

Barkhuizen et al. (2014) define narrative inquiry as "how people use stories to make sense of their experience in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them" (p. 2). Clandinin and Connelly (2000) describe narrative inquiry as the examination of the stories which have been lived and told. Within this approach, stories are crucial to know about life experiences or the meaning that individuals give to certain situations. Stories "assist humans to make life experiences meaningful. Stories preserve our memories, prompt our reflections, connect us to our past and present, and assist us to envision our future" (Kramp, 2004, p. 107). In other words, stories are experiences that represent the understandings of life and bring people closer to their experiences (Clandinin & Connelly, 2000). Thus, stories are one of the best ways to know the lives and experienced realities of individuals (Lieblich, Tuval-Mashiach, & Zilber, 1998).

Narrative inquiry captures the individual experiences over time (personal and human dimensions), and considers the relationship between them and the cultural context (Clandinin & Connelly, 2000). Narrative inquiry can illustrate the "uniqueness, dilemmas, and complexities of a person in such a way it causes readers to reflect upon themselves and to bring their own

situations and questions to the story" (Glesne, 2011, p. 20). This type of research is best suited when there is a need to tell the stories and individual experiences of subjects (Creswell & Poth, 2018).

Clandinin and Connelly (2000) conceptualize narrative inquiry by creating a metaphorical three-dimensional space. This space encompasses: 1) temporality, 2) sociality, and 3) place. The first dimension relates to the past, present, and future of individuals, places, things, or events under study. The second dimension deals with personal and social conditions. The personal conditions refer to feelings, hopes, desires, aesthetic reactions, and moral dispositions. The social conditions refer to the conditions under which people's experiences and events are unfolding (cultural, social, institutional and linguistic narratives), and the inquiry relationship between the researcher and the individuals' lives. The third dimension relates to the contexts where the individuals live their life-stories in that "all events take place some place" (Connelly & Clandinin, 2006, p. 481). The experience of any individual can be narrated in this model of three dimensions, e.g., an individual's past experience (temporality) in relation to another subject at a particular place. These three dimensions need to be simultaneously explored in undertaking narrative inquiry. Clandinin and Huber (2010) elaborate on this conceptualization, posing that through attention to the three dimensions, it is possible to "study the complexity of the relational composition of people's lived experiences both inside and outside of an inquiry, and, as well as to imagine the future possibilities of these lives" (p. 436).

In SLTE, narrative inquiry is concerned with the stories that teachers tell about the lived and imagined experiences. Barkhuizen (2011, 2014) explains that this research inquiry allows us to learn about a teacher's learning experiences as well as their practices, motivations, attitudes, feelings, reflections, and their immediate educational context through their stories. It helps us

"understand the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity" (Barkhuizen et al., 2014, p. 2). In addition, narrative inquiry can help us understand how individuals interpret and respond to social forces that condition language teaching, as well as illuminating the meanings that individuals assign to teaching and the consequences for their lives. Teachers can draw on their stories to make sense of their lives, organizing their experiences to themselves and others (Barkhuizen et al., 2014). Moreover, in narrative inquiry, stories are co-constructed as teachers share their experiences, and researchers offer a narrative interpretation of these stories.

In narrative inquiry, stories of any teacher or individual become narratives. Narratives are constructed as a mode of thinking (Brunner, 1986) and are valuable for illustrating human experience (Johnson & Golombek, 2002). Riessman (2008b) affirms that narratives refer to a "discrete unit of discourse, an extended answer by a research participant to a single question, topically centered and temporally organized" (p. 540). Narratives are texts that respond to the dimensions presented by Clandinin & Connelly (2000). Among teachers, narratives can help us understand how they situate themselves and their activities in the world.

The range of narratives that narrative inquiry analyzes is diverse. They can be from lengthy or oral narratives to short narratives, such as stories or critical incidents that reflect a teacher's everyday life (Barkhuizen, 2008). Typologically, Barkhuizen et al. (2014) identify five types of studies in narrative inquiry: language memoirs, studies of language memoirs, case studies of autobiographies, biographical case studies, and studies of multiple narratives. Language memoirs are informally written accounts of language learning experiences and were not written for academic purposes. Studies of memoirs fall into the category of biography as the narrator plays no part in writing the narratives, and usually uses non-narrative methods for their

analysis. Case studies of autobiographies are similar to studies of memoirs, but they differ in that these have been written for academic purposes. Biographical case studies are studies of individuals in which the researcher elicits data and writes them as narratives. Finally, studies of multiple narratives are similar to biographies. However, the number of participants can vary from two to hundreds. This study use the typology of studies of multiple to interpret the narratives of the educators.

The data sources in narrative inquiry are storied narratives (Polkinghorne, 1995; Riessman, 2008b) in first-person accounts of experience. Narrative inquiry interrogates the "stories developed in interviews and fieldwork and in archival documents and visual media (Riessman, 2008a, p. 540). This type of data is a description of when events occurred and the effects of these events on subsequent happenings. The data is usually autobiographical accounts of "personal episodes and include reference as to when and why actions were taken and the intended results of the actions" (Polkinghorne, 1995, p. 12). The sources of information employed in narrative analysis can be written or oral, including interviews, journals, autobiographies, public and personal documents, and observations. This work relies on interviews, observations, and professional documents, which are in alignment with the sources required in case studies.

The heart of this dissertation is the narratives of language teacher educators. Narrative inquiry is an appropriate approach to use due to the typology of the data and the theoretical framework guiding this study. What is more, the unit of analysis in narrative inquiry can be one or more individuals (Creswell & Poth, 2018) which make it suitable to tell the stories of the various participants through a multi-case study. This study addresses the narratives of different

language teacher educators to explore their professional identities, agency, and pedagogies in the preparation of language teachers in Chile.

Setting

The study took place at a language teacher education program housed at the School of Education and Humanities in a public university in northern Chile. The chosen pseudonym for this institution is Northern University. The main reason for choosing this school is my familiarity with this institution and the feasibility of having access to and working with the participants. This familiarity comes from my own experience as a former student and instructor at this school. Some of the language teacher educators in the study were my instructors during my undergraduate and graduate studies, while others were my colleagues when I worked in this program.

Apart from the convenience of choosing this program, there are other reasons this program was considered for this study. The first is related to the program's lack of involvement in English language curricular and policies decisions. Language teacher educators working at this institution do not usually take part in discussions regarding policies and mandates on the preparation of language teachers in Chile. Most of the political and language policy decisions take place in Santiago, capital of the country, and the decision-makers tend to be teacher educators working there (Arredondo, 2011; see Donoso-Díaz, 2018). Moreover, because of geographical location and lack of funding, not all language teacher educators can participate in conferences or seminars related to education or the preparation of teachers. Most of these events are held in cities located in central Chile, despite efforts by professional organizations of language teachers or language teacher educators to host their meetings in other regions of the country. Therefore, some language teacher educators cannot take advantage of all the events

offered to them. Secondly, although the ranking of Northern University is usually in the last three positions of public institutions in the country (El Mercurio, 2018), the language teacher education program meets the accreditation standards of those institutions with a higher ranking (Comisión Nacional de Acreditación, 2017). Due to the mandatory accreditation processes that teacher education programs need to go through to demonstrate their quality and response to national standards, the program has been accredited and certified as one of the best of the country on three consecutive occasions. In summary, convenience, geographical location, and ranking of the program were factors considered in the decision to choose this program for this study.

Overview of Study Phases

In order to collect the information and have a sequential order of the procedure, the study consisted of five phases. These phases included the recruitment of participants, interviews, class observations, and analysis of artifacts. The following subsections explain the phases in detail.

Phase one, recruitment of participants. During the first phase, I contacted the dean of the School of Education and Humanities to ask for his authorization to conduct the study in the school. I introduced the project and asked if there would be any inconvenience interviewing the language teacher educators and video recording some lessons. Once he approved the request, I contacted the director of the language teacher education program to ask for her authorization to conduct the study in the program. I introduced the study in detail and answered all her questions, especially those about the confidentiality of the video recordings, and the information that the language teacher educators would provide. Once she agreed, I asked her to inform the language teacher educators that I would contact them regarding the study.

After she contacted the language teacher educators, I approached eight potential participants to invite them to participate in the study. During the meetings, I introduced the project, reviewed the consent form, and answered their questions. During this phase, the eight language teacher educators agreed to participate, and together proceeded to schedule the first interview. It is important to note that as the study progressed two of my participants withdrew their participation (more details in the participant section of this chapter).

Phase two, interviews. The first set of interviews were conducted during this phase. These interviews were designed to learn about the participants' personal and professional background, perspectives on Chilean society and the educational system, and their views on the preparation of future language teachers. In this first phase, two to three interviews were conducted depending on the time the participants had to meet or the length of their answers. Once the last interview ended, the participants chose the course for observation. In addition, they were asked to provide the syllabus of the course and their curriculum vitae, as artifacts.

Phase three, class observations. During the third phase, I observed and video recorded each language teacher educator for six hours. On the first visit, at each course, I introduced myself to the students and informed them of the purpose of my visit and the presence of a video camera during the lessons. I explained to them that the focus of the study would be their teachers (language teacher educators) and not them. I also answered any questions the students had about the study. I informed them that the videos would be kept in a secured and protected online folder with restricted personal access. Once the observations started, I paid attention to the language teacher educators' narratives and instructional materials. At the end of the observation, I asked the participants to provide a copy of their instructional materials, if it was pertinent to the study. I

also had brief conversations with the participants to talk about the session in order to clarify any questions.

Phase four, analysis of artifacts and interviews. This phase had three steps. The first step was to review the artifacts provided by the language teacher educators, including their instructional materials, curriculum vitae, and syllabi. During this step, I also contacted the director of the program to ask permission to have access to the curriculum of the program and use it as material for analysis. The second step consisted of reviewing the artifacts as well as reading and analyzing the first set of interviews, class observations, and after class conversations. The purpose of the review and analyses was to look for common ideas, missing information, or unclear messages from the narratives. After the review and analyses, the third step consisted of triangulating the information from the artifacts, interviews, and class observations to create a new set of questions for the last phase of the study.

Phase five, reflective interviews. In this phase, the language teacher educators participated in their last interview. This conversation aimed at deepening the information obtained from the previous interviews, class observations, and artifacts. For some of the questions in this phase, I took a reflective approach in the way I conducted the interviews. As in phase two, I conducted one or two interviews, depending on the time the participants had to answer my questions or the length of their answers.

Data Collection Strategies and Procedure

The sources of data used in this study were interviews, class observations, and artifacts. Research on teacher identity (Rezaei, 2017), agency (Kayi-Aydar, 2017), and narrative inquiry (Creswell & Poth, 2018; Polkinghorne, 1995) usually employs these sources of data.

Interviews. Interviewing is a popular method in qualitative research and identity and agency research (Miller et al., 2018; Rezaei, 2017). Qualitative interviews begin "with the assumption that the perspective of others is meaningful, knowable, and able to be made explicit" (Patton, 2002, p. 341) and it complements the fact that "we cannot observe feelings, thoughts, and intentions" (Patton, 2002, p. 341). Interviews allow the researcher to clarify information provided by the interviewees, and for the interviewees to clarify the questions posed by the interviewer. Furthermore, qualitative interviews "capture how those being interviewed view their world to learn their terminology and judgments, and to capture the complexities of their individual perceptions and experiences" (Patton, 2002, p. 348). In teacher identity research, interviews "allows intimacy to grow between the researcher and the participants and therefore deeper sources can be obtained" (Rezaei, 2017, p. 117).

In this study, two types of interviews were used to collect the data: narrative interviews (Ayres, 2008a), and unstructured interviews (Merriam, 2009) or "informal conversational interviews" (Patton, 2002, p. 349). A narrative interview is a conversation "organized to facilitate the development of a text that can be interpreted through narrative analysis" (Ayres, 2008a, p. 545) in which participants often narratively relate their experiences. These types of interviews are usually organized temporally to provide the participants with opportunities to choose and order events themselves as a life story. Narrative interviews can use semi-structured or unstructured formats, depending on the research question (Ayres, 2008a).

The study employed an in-depth (Cook, 2008) semi-structured approach (Merriam, 2009; Ayres, 2008b) or an "interview guide approach" (Patton, 2002, p. 343) to complement the narrative interviews. Semi-structured interviews are appropriate for narrative inquiry (Barkhuizen et al., 2014). In semi-structured interviews "the researcher asks informants a series

of predetermined but open-ended questions" (Ayres, 2008b, p. 811), and "questions are worded in a completely open-ended format" (Patton, 2002, p. 349). This type of interview is "guided by a list of questions or issues to be explored, and neither the exact wording nor the order of the questions is determined ahead of time" (Merriam, 2009, p. 90). Semi-structured interviews provide the opportunity "to respond to the situation at hand, to the emerging worldview of the respondent, and to new ideas of the topic" (Merriam, 2009, p. 90).

The semi-structured narrative interviews also had an in-depth component. In in-depth interviews, the "participants are encouraged and prompted to talk in depth about the topic under investigation without the researcher's use of predetermined focused, short-answer questions" (Cook, 2008, p. 423). The role of the researcher conducting in-depth interviews is that of being "aware of the major domains of experience likely to be discussed by the participant" (Cook, 2008, p. 423), and of allowing them to communicate freely. By using this approach, I wanted to obtain rich and detailed information on the issue studied, and to probe how participants' answers related to the research topic in order "to further information useful to the analysis" (Cook, 2008, p. 423).

The second type of interview was unstructured or informal conversational. This type of interview is "useful when the researcher does not know enough about the phenomenon to ask relevant questions" (Merriam, 2009, pp. 90-91). For these interviews, the researcher has guiding questions that can be adapted as these conversations arise from immediate observations and situations. Patton (2002) describes this characteristic as questions "emerging from the immediate context and asked in the natural course of things and there is no predetermination of questions topics or wording" (p. 349). One of the purposes of unstructured interviews is "learning enough

about a situation to formulate questions for subsequent interviews" (Merriam, 2009, p. 90), which in my case were the in-depth semi-structured interviews used in this study.

I conducted three different sets of interviews. The first set of interviews consisted of two in-depth, semi-structured narrative interviews, conducted in phase two. The purpose of these two interviews was to become familiarized with the stories of the language teacher educators, learn about their personal and professional backgrounds and contexts, their perspectives on Chilean society and the educational system, and their views on the preparation of future language teachers. Some of the questions asked were, "Why did you become a language teacher educator? How did it happen?" or "From your experience, what is your opinion about the role of English in the country?" (see Appendix A and Appendix B for the interview protocols in phase two). Each interview lasted approximately 60-90 minutes. I audio recorded the interviews and took notes. During the interviews, the participants used Spanish, their native language, to tell their stories. I interviewed them in person either at the participants' private offices or at an office facilitated by the dean of the school. Finally, it is necessary to point out that I used the same interview protocol to ensure consistency among the interviews, and therefore, the reliability of the findings. I piloted the interview protocol with two former language teacher educators from the program. They had left the program the year before my visit. I chose these language teacher educators due to their familiarity with the program and because they met the eligibility criteria, which is described later in this chapter.

The second set of interviews, unstructured or informal conversational interviews, were conducted during the third phase of the study. Unstructured interviews are often used with observations (Merriam, 2009) as they "are built on and emerge from observation" (Patton, 2002, p. 349). The purpose of using this type of interviews was to discuss an aspect of teaching that

was observed or to ask for clarification of an issue that arose during the lessons, such as ideas, topics, materials, or activities. These interviews were done immediately after the session finished. They each lasted approximately five minutes, and each was audio recorded. Only ten after class interviews were possible due to the participants' time constraints and academic responsibilities. Sometimes they had to immediately leave the classroom to teach a different course, attend to matters that needed their attention, or participate in meetings. These interviews were conducted in the classrooms where the observations took place. For a protocol of these interviews, see Appendix C.

The third set of questions was a single in-depth semi-structured narrative interview. Each interview was conducted during phase five, had "analytic questions" (Bogdan & Birklen, 2007, p. 161) and used a reflective approach. In the field of Teaching English to Speakers of Other Languages (TESOL), being a reflective language teacher educator "assists teachers' lifelong professional development, enabling them to critique teaching and make better-informed teaching decision" (Burton, 2009). The questions promoted inquiry into participants' teaching and decision-making processes as well as to think critically about their work from a reflective approach (Farrell, 2007; Schön, 1983; Zeichner & Liston, 1996). These semi-structured narrative interviews focused on participants' backgrounds and contexts, class observations, and analysis of the materials. These interviews were conducted over the phone. I audio recorded the interviews and took notes. These interviews varied from 60 minutes to three hours, depending on how much time the participants had for the interview and the length of their answers. I decided not to interrupt these narratives as any information would be valuable for this study. For a protocol of these interviews, see Appendix D.

Class observations. I conducted six observations per language teacher educator over four months (36 lessons, six sessions per each teacher educator). Each class observation lasted between 45-60 minutes, depending on the structure of the session. The purpose of these observations was to answer the research questions through the language teacher educators' discourse and agency. Observations allow the researcher to understand the context better, and gives the possibility to take notes of the physical setting, participants, activities, and interactions (Merriam, 2009). I videotaped the observations and took field notes. To record their discourse, the participants had mini microphones clipped to their clothes. For a protocol of the observations, see Appendix E.

Artifacts. Artifacts are a "ready-made source of data easily accessible… [that were] produced for reasons other than the research at hand and therefore are not subject to the same limitations" (Merriam, 2009, p. 139). Artifacts were chosen to complement the narratives of the language teacher educators, but also to understand other aspects of their instruction. The artifacts selected were instructional material, course syllabi, the curriculum of the program, and participants' curriculum vitae. Only three language teacher educators provided their instructional material. Most had only enough copies for their students, or I was not able to make copies as I could not reach the participants after their lesson. I also explored the course syllabi to learn how they aligned with the language teacher educators' discourse and performance in the classroom. Moreover, I analyzed the curriculum of the program to learn about the principles that guided the preparation of future language teachers in this program. Finally, participants' curriculum vitae were used to learn about their professional backgrounds and experiences, as well as to complement their narratives.

Participants

The participants were six language teacher educators working and teaching in the language teacher education program at the School of Education and Humanities. I used purposeful sampling and homogenous sampling (Glesne, 2011; Patton, 2002) to select the participants. The study used purposeful sampling because the participants would be "information rich" (Patton, 2002, p. 40) and would help illuminate the data offering "useful manifestations of the phenomenon of interest" (Patton, 2002, p. 40). Within purposeful sampling, homogenous sampling was selected "in order to describe some subgroup in depth" (Patton, 2002, p. 235). For this study, I recruited only participants who were in the program as either assistant or associate faculty members and were not working in K-12 schools at the moment of the data collection. Although I acknowledge that homogenous sampling might reduce variation in the data (Patton, 2002), it facilitated the data collection process and allowed deeper understanding of the narratives and actions of the educators.

Eligibility. The subgroup of language teacher educators needed to hold the position of either assistant or associate faculty and be part of the permanent full-time faculty working at the School of Education and Humanities. The eligible language teacher educators had to have taken part in the decisions of the curriculum of the program and worked at the university for at least three years. Therefore, I expected that the length of time working at the institution had allowed them to become familiar with the program's curriculum and school context. Finally, the participants had to be former language teachers as I inquired about the impact of their teacher education program, and their transitions from language teachers to language teacher educators.

Participants' characteristics and demographics. During the recruitment, I invited eight eligible language teacher educators to participate in this study. After presenting the study, all

eight agreed to participate. However, two participants withdrew from the study due to health and administrative duties. One of the language teacher educators withdrew in phase two (health) and the other one during phase three (administrative duties). The data did not include the information they provided as their narratives might be incomplete in addressing and answering the research questions. Hence, the study described the characteristics and demographic information of the six participants who completed all five phases of the study.

The participants were language teacher educators who had been working in the language teacher education program at Northern University for at least five years. Four participants were female, and two were male. Their names, all pseudonyms, were Carmen, Cecilia, Felipe, Montblanc, Norma, and Patricia. They were former language teachers who attended the same language teacher education program. They graduated as teachers of English with a minor in translation and consecutive interpretation and also received a licentiate in education, which is the equivalent to a teaching certificate in the United States. Their training included working with students starting in 7th grade. The language teacher education program that they had graduated from is the same program for which they were currently working. i.e., the setting of the study. Five out of the six language teacher educators held graduate degrees, and all had some experience working in K-12 schools. In a narrative form, Table 1 shows the participants' demographics, professional background, and the courses observed in the study.

Table 1

Participants' demographics, professional background, and course identification

Name	**Demographic, professional background and course observed**
Carmen	Carmen is a Latina/Hispanic 39-year-old female language teacher educator. She has four years of experience teaching in the K-12 system. She spent two years in private bilingual schools teaching at the elementary level, and two years in subsidized schools teaching at the secondary level. She holds a master's degree in higher education, with a focus on university teaching from Northern University. She has been working in the program for 12 years. At the moment of phase four of this study, she was an assistant professor of the language teacher education program. During phase five, she was still an assistant professor, but had taken on the role of director of practicums for all teacher education programs of the School of Education and Humanities. The course observed for Carmen was English VIII. The program offers this course in the eighth semester, fourth year of the program.

Cecilia	Cecilia is a Latina/Hispanic 36-year-old female language teacher educator. She has three months of experience teaching in the K-12 system at the high school level. She holds two master's degrees. The first is a master's degree in education from a local private university, and the second is a master's degree in TESOL from a British university. She has been working in the program for five years. At the moment of phase four of this study, she was an assistant professor of both the language teacher education program and the translation program. During phase five, she was promoted to associate professor of the translation program and was appointed the director of the same program. The course observed for Cecilia was English II. The program offers this course in the second semester, first year of the program.

Felipe	Felipe is a Latino/Hispanic 39-year-old male language teacher educator. He has two years of experience teaching in the K-12 system. He has also spent two years in public schools teaching at the elementary level. He holds a master's degree in higher education with a focus on university teaching from Northern University. He has been working in the program for 12 years. At the moment of phase four of this study, he was an assistant professor of the language teacher education program. During phase five, he was still an assistant professor, but had taken the role of coordinator of the institutional English language program of the university. The course observed for Felipe was Creative Composition. The program offers this course in the second semester, first year of the program.
Montblanc	Montblanc is a Latino/Hispanic 60-year-old male language teacher educator. He has two years of experience teaching in the K-12 system. He has spent one year at the elementary level and one year at the secondary level. Both were public schools. He holds a master's degree in education from a Chilean university. He has been in the program for 32 years. During phases four and five, he was a full-time professor and the director of community outreach of the school. The course observed for Montblanc was English 10. The program offers this course in the tenth semester, fifth year of the program.

Norma	Norma is a Latina/Hispanic 55-year-old female language teacher educator. She has 12 years of experience working in a bilingual private school. She has spent ten years teaching and administering at the elementary level and two years at the secondary level. She has been in the program for nine years. At the moment of phase four, she was an assistant professor of the language teacher education program. During phase five, Norma left the university to work for MINEDUC. She was an assistant at the Agency for Quality Education at the regional office. The course observed for Norma was a seminar on the intermediate teaching practicum. The program offers this course in the sixth semester, third year of the program.

Patricia	Patricia is a Latina/Hispanic 50-year-old female language teacher educator. She has five years of experience teaching in the K-12 system. She taught two years at a subsidized school at the elementary level, and three years at a bilingual private school, also at the elementary level. She holds a master's degree in EFL from Northern University, a master's degree in ESL from an American institution, and a Ph.D. in second language acquisition, also from an American institution. She has been in the program for seven years. At the moment of phase four of this study, she held three positions. She was an associate professor of the language teacher education program, director of research, innovation and graduate studies of the School of Education and Humanities, and the coordinator of student mobility of the university. During phase five, she was still an associate professor, but had taken on the role of director of international relations of Northern University. The course observed for Patricia was Language Teaching Methods for Adults and Adolescents. The program offers this course in the eighth semester, fourth year of the program.

Approach to Data Analysis

This study employed narrative analysis supported by thematic analysis and grounded theory strategies to analyze the data. Narrative analysis or narratology (Patton, 2002) is an analytical method to interpret texts that have a story formed in common (Riessman, 2008a). Polkinghorne (1995) suggests two types of narrative data analysis: paradigmatic and narrative.

The paradigmatic approach collects stories as its data and uses paradigmatic analytical procedures to produce categories from common elements across the data. The narrative approach collects events and happenings for its data and uses narrative analytic procedures to produce explanatory stories. Due to the typology of the data, the analysis used a paradigmatic approach to analyze the data. This approach, known as "analysis of narratives" (Polkinghorne, 1995, p. 5), is a reliable method in narrative analysis (Barkhuizen, 2011; Barkhuizen et al., 2014). Analysis of narratives usually explores long texts, such as autobiographies or published memories. Nonetheless, the analysis of narratives can also employ stories elicited from interviews or other discourses (Barkhuizen et al., 2014).

Thematic analysis is a method to interpret and analyze the data (Barkhuizen et al., 2014; Riessman, 2008b). Thematic narrative analysis interrogates what the story is about (Riessman, 2008a). It emphasizes the content (the what was said), rather than how it was said (Riessman, 2008b). Thematic narrative analysis uses strategies from thematic analysis and grounded theory (Barkhuizen et al., 2014). The analysis implies repeated reading of the data, coding and categorization of the data, and reorganization of the data under thematic themes (Bogdan & Biklen, 2007; Corbin & Strauss, 2008; Miles & Huberman, 1994). In thematic narrative analysis, the researcher inductively creates conceptual groupings from the data and organizes the narratives by themes in order to illustrate the case studies or vignettes (Riessman, 2008b).

Thematic narrative analysis is better suited to work with multiple case studies. It offers the possibility to compare the narrative data, establish shared themes, and highlight individual differences (Barkhuizen et al., 2014). In this study, the stories of the language teacher educators were framed within common thematic elements to report life events, for example, their trajectories to become language teachers or the influences from K-12 experiences.

The process of narrative analysis occurred throughout and after the data collection period. Following Merriam's (2009) postulate that data "collection and analysis should be a simultaneous process in qualitative research" (p. 169), I started the data analysis in phase two and continued through phase four. Throughout these phases, I followed some of Bogdan and Biklen's (2007) suggestions to analyze data while in the collection stage. During these phases, I took notes of emerging topics related to the initial research questions, and of other ideas that illuminated the current direction of this study and the stories to be presented. These new ideas redefined the original research questions. I also wrote down thoughts on the data next to his field notes to have richer and more descriptive information. Once these phases were over, I used triangulation (Merriam, 2009) to compare and cross-check the data collected. I proceeded to critically read and listen to each one of the interviews and class observations to identify issues that would help design the "analytic questions" (Bogdan & Biklen, 2007, p. 161) for the last round of interviews. The creation of these analytic questions also included the revision of artifacts provided by the language teacher educators.

After completing the last round of interviews, I began the formal process of data analysis. For this process, Corbin and Strauss's (2008) procedure was used to analyze the data. I started to critically and analytically read the transcripts of the interviews and class observations in addition to the field notes. Simultaneously, I began with the creation of analytic memos for each of the participants. I then proceeded to code the data and categorize it into different thematic units based on the relation of the codes and the stories told. For the coding process, I took an inductive approach and used strategies from grounded theory (Charmaz, 2000; Glaser & Strauss, 1967). For the creation of categories, a comparative method was used (Merriam, 2009). I conducted successive rounds of analysis to compare the data and categories, looking for continuities or

discontinuities of the data at the same time I was creating and rearranging codes and themes. The coding and creation of categories ended with the saturation of data (Charmaz, 2000; Miles & Huberman, 1994). During this categorization, connections among the three different data sources were established to seek contradictions or supporting ideas in participants' narratives.

As a second stage suggested by Corbin and Strauss (2008), I reviewed the main thematic categories to create subcategories of the participants' stories. These subcategories were grouped based on the interconnectedness and relationship of the categories using axial coding (Corbin & Strauss, 2008). I reassembled the categories that stood out based on their properties and variation that would lead to identifying core categories or themes from their stories, as part of the third stage. These core categories were selected based on their recurring appearance in the data, becoming the key themes that would help explain the phenomena under investigation and describe the narratives of the language teacher educators.

The last part of the data analysis was to connect the core categories with the conceptual framework under descriptive and associative names.

Validity and Reliability

The findings of a narrative analysis need methods that ensure their validity and reliability. These findings are never objective, and there is usually an explicit acknowledgment that these are subjective or interpretative (Barkhuizen et al., 2014). The validity and reliability of the analysis can help provide assurances that the stories and the study are trustworthy. Strategies proposed by Merriam (2009) and Barkhuizen et al. (2014) were followed to account for these matters.

The first strategy provided by Merriam (2009) was triangulation. I triangulated the three types of data sources—interviews, class observations and artifacts—in order to minimize the

risks of incomplete, misjudged, or misdirected interpretation (Miles & Huberman, 1994; Richards, 2015). Another strategy was peer review. I engaged in conversations with other doctoral peers and colleagues throughout the various phases of the data collection and during the data analysis. I shared my interpretations, and they provided enriching feedback on the way to approximating the data. My doctoral peers and colleagues also offered input on how to report the findings. A third method was using rich and thick descriptions (Geertz, 1973) to "contextualize the study" (Merriam, 2009) and to determine the transferability of the findings to other contexts. The descriptions were not only from the narrative data, they included characteristics of the setting, participants, and the language teacher education program. The last strategy was the researcher's positionality— the following section elaborates this strategy further. I critically reflected on my position and assumptions, biases, and worldview regarding the study. I took notes about my research processes, data collection, and analysis, and wrote down thoughts about emerging ideas on my field notebooks, transcripts of data and codes. To differentiate biases or assumptions, I used different colors, letters, and geometrical figures to mark these ideas. I also kept a personal electronic database with notes about the timeline, preconceived notions about the conceptual framework, and judgments or biases that may have affected the study. Finally, I continuously reviewed these notes to make sure they were not interfering in the write up of this study.

Barkhuizen et al. (2014) point out that rigor, trustworthiness, and generalizability are essential strategies to maintain the validity and reliability in narrative inquiry. When it came to rigor, I used a systematic approach through thematic analysis. As shown in the section above, I provided a thorough description of the data analysis. Regarding trustworthiness, I tried to maintain the narratives of the participants in order to represent each of their realities by including

quotes in the findings. Similarly, although I did not share the final narratives with the participants, I was able to clarify or re-explore elements from the initial conversations during the last interview. Finally, for generalizability, I was careful not to make claims that would seem applicable to a wide range of contexts. I monitored the wording of the claims and focused the conclusions on the setting of the study. I also acknowledged this lack of generalizability in the limitation section of the final chapter.

Researcher's Positionality and Ethical Concerns

The researcher's positionality and ethical concerns are presented in the same subsection as several elements intertwined and overlapped during the researcher's reflective thinking and analytic process.

Addressing positionality is critical when reflecting on the ethical dilemmas within qualitative work. Positionality helps the researcher reflect on how they approach the data, especially when working with people from their own communities (Pechurina, 2014). I, the researcher, am a former undergraduate and graduate student as well as a former instructor at the school where the study took place. I was familiar with each of the language teacher educators as they had either been my instructors or colleagues. I worried the participants would not collaborate openly in the study, and the data collection would be challenging.

On the contrary, due to my acquaintance with the subjects, I took a relaxed position and conducted each interview as a casual conversation. Through their narratives, I got to know the participants better, revealing both comfortable and uncomfortable situations through their reflective thinking. They revealed confidential sensitive information that allowed me to understand them, personally and professionally. I stood in a confident and trusting position. I avoided commenting on the interviews with other participants or people from the university.

Creating a trustworthy environment was necessary in order to let the participants speak freely and safely. Talking to them about the confidentiality of the information, the handling of the data, and discussing the risks and benefits detailed in the informed consent form were vital to establishing a trusting relationship. They were opened to talk about their lives and teaching practice and to make critical comments about their workplace. I managed their information with confidentiality and acted as described in the informed consent form.

Nonetheless, at the moment of collecting and handling the data, I was conscientious not to position myself as an evaluator of the language teacher educators' teaching performance. I tried to act reflectively and critically to avoid any biases, judgments, or assumptions by acknowledging the moments when I thought they might be happening during the data analysis.

It is necessary to disclose that during the data collection process, the dean of the school invited me to join the school as a visiting scholar. The dean provided me with a personal office, where I conducted some of the interviews and which functioned as a research center. In return, I provided some workshops to the students of the language teacher education program and taught courses on curriculum and linguistics. Being present at the setting every day of the week also allowed me to interact with the participants in formal and informal situations, such as meetings, dinners, or celebrations. These interactions with the participants went beyond the observations and interviews; it became a relationship of professionalism and camaraderie, where it was possible to learn even more about them and the program. However, I decided to stay truthful to the research design and to the information laid out in the informed consent form by not considering these interactions as part of data.

In terms of how this dissertation addressed these topics, it also seems significant to reveal my motivations to work on professional identity, agency, pedagogies, and narratives in the

preparation of language teachers. My interest in studying these concepts emerged during my doctoral studies. Identity, agency, and narratives were new concepts that stimulated my thinking and scholarly interest. Understanding these concepts, however, was a long and tough process that involved deconstructing their meaning and application in real contexts. It was not until the moment of data collection that I realized the importance of agency and the repercussion of the language teacher educators' actions in preparing new teachers, as well as the relevance of narratives to elicit stories.

The interest in the preparation of teachers comes from my professional background. As an undergraduate student and an in-service language teacher, I was always interested in mastering the language and being able to teach it well. Nonetheless, during my first year of teaching at a high school, I realized that language was not everything. When I had to talk about the national curriculum of English or issues that were affecting education, I was unsure of what to say. I felt at a disadvantage in addressing educational issues. I held my language teacher education program responsible for this lack of preparation and questioned my language teacher educators for not leading me to think about these issues. I wanted to know why, and thought the best way to learn about it was to have conversations with them. Besides, the increasing interest in teacher education, especially in language teacher education during the early stages of the doctoral program, triggered my interest to finally hold conversations with language teacher educators as part of this dissertation.

Translation Issues

The interviews conducted with the participants were all in their native language, Spanish. I only translated the information or quotes that illustrated the stories and narratives of the participants. I did the translations myself as my undergraduate minor was in translation and

interpretation. However, to attest that the translations were truthful and meaningful, a certified professional translator from Chile reviewed the texts and provided edits or suggestions when necessary.

Summary of the Chapter

This chapter provided an overview of the research methodology and methods employed in this study. Case study and narrative inquiry were the qualitative methodological approaches used in the study. The chapter also presented an overview of the setting, study phases, data collect procedure, and participants' characteristics. Thematic narrative analysis was introduced as the approach to data analysis. The last sections described the strategies used for validity and reliability, researcher positionality, and ethical concerns. The chapter ended with the approach used to validate the translation of narratives presented in the study.

CHAPTER IV

The University and the English Language Teacher Education Program

Under the sociocultural paradigm, professional identities, agency, and pedagogies are mediated by institutional and other sociocultural factors. The purpose of this chapter is twofold: a) describe the institution, i.e., the university and the School of Education and Humanities, and the English language teacher education program as institutional factors that impact the language teacher educators, and b) discuss structural issues from the institution that will enlighten the findings that are presented in the subsequent three chapters. This chapter presents information that has been accessed from public documents, conversations with the participants, personal knowledge of the program, and conversations I had with other sources that work for the university. This chapter also introduces the term education specialist, which refers to educational teacher educators, i.e., teacher educators who prepare future teachers in topics of education, such as curriculum, psychology, educational philosophy, among others. The chapter has five sections, which include a description and a brief discussion of each factor. The chapter ends with a summary of the description and discussion.

Teacher Educators of the Language Teacher Education Program

The language teacher education program in which the six study participants work includes language teacher educators and education specialists. All of the teacher educators, regardless of their area of expertise, are part of the School of Education and Humanities at Northern University. This school houses six teacher education programs (early childhood education, elementary education, physical education, math and physics education, Spanish and communication, and English language teaching), in addition to the English-Spanish translation program, and the sociology program. All the faculty members who work at the school co-live in

the same building and share common spaces. Some of them teach in various programs while others are exclusive to one program.

The group of teacher educators who work in the language teacher education program includes full-time, part-time, and hourly instructors. The program has eight full-time language teacher educators, four part-time language teacher educators, and three hourly teacher educators (usually school-teachers). Two full-time have doctoral degrees, while the part-time group only masters. There is no information about graduate studies from the hourly instrutos. Some of the part-time language teacher educators are also affiliate faculty to the English-Spanish translation program. The language teacher education program does not hire any education specialists. These specialists are affiliate faculty from the school and teach courses in educational or general and professional knowledge (a description of these knowledges is briefly explained later in the chapter). The affiliate faculty that supports the program are one full-time teacher educator and five part-time teacher educators.

In this school, there are two programs that have a focus on English language. The language teacher education program and the translation program. The first program has existed for over 40 years while the latter did not start until the year 2000. These two programs offer a solid development of English, in which the new teachers are expected to graduate as language experts. Similarly, they are the only college level programs in which people can learn the language and about the language, at an advanced level in the region. Most universities or colleges in Chile, with a few exceptions these days, do not offer programs for people to learn English and develop communicative competence. The limited existence of an English language program and the interest in this language has traditionally been a reason for some students to enroll in these programs, instead of an interest in teaching or translating.

This motivation or rationale of the students leads to reconsider the meaning of a teacher educator. A teacher educator is the person who prepares future teachers because they want to become teachers. Nonetheless, this particular study, as it will be exemplified in the following chapters, questions the role of the participants as language teacher educators and puts them as language experts. Their narratives informed a predominantly interest in linguistics, and illustrated episodes in which they had to teach courses of the discipline (e.g., linguistics) to students from both the teaching and translation programs who were sitting in the same classroom. This type of situations impacted the discourse of some of the participants, and their emphasis on the discipline. Patricia, for example, had to avoid communicating ideas that would favor future teachers or future translators. She had to remain as a language expert, and not as an educator.

As it will be described in chapter five, the majority of the participants became language teachers because of their interest in English rather than teaching. Similarly, the findings will reveal their awareness as language teacher educators and their active role in education and society. This critical analysis brings light to a different way of reflecting and thinking about the concept of language teacher educators in EFL contexts, and until what degree they perform as teacher educators or language experts. The findings of this study revealed that their performance and interest lies mostly in the English language, even when the participants would focus on disciplinary pedagogical knowledge. Therefore, as for now and throughout the remaining of this work, Carmen, Cecilia, Felipe, Montblanc, Norma and Patricia will not be referred to as (language) teacher educators, but as participants.

Participants' Profile, Hiring Process, and Teacher Evaluation

The findings of the study allowed us to learn about the education of the participants, how they arrived at the language teacher education program, their awareness as language teacher educators, and the impact on their pedagogies (chapter five). The findings revealed two important commonalities. One of them is that all the participants enrolled and attended the same language teacher education program at Northern University, and obtained the degree of teachers of English with a minor in translation and consecutive interpreting. This finding impacted the community relations within the program (chapter six) and the focus of their instruction (chapter five).

The second important issue that is worth discussing in this chapter is the hiring process to work in the language teacher education program. All six participants were originally hired through personal or professional networks. They did not participate in any open job searches for the positions they were offered. Among the participants, Patricia's case is different from the rest of the participants. When she first started working in the program, she was hired through personal connections as the majority of the participants. Nonetheless, as she was ending her doctorate degree abroad, Patricia was contacted by members of the program to apply for a job opening in the program. Patricia rejoined the language teacher education program as part of the open search. Her motivations to return and reapply for this university, as well as its implications, are explained in chapter five.

The information revealed in this study might imply that the university does not usually hold job searches. Sources from the universities acknowledged that in some cases invitations have been made in lieu of holding searches—such as the case of this researcher and various of the study participants. Nonetheless, it is important to clarify that the university does have a hiring

process that was officially decreed in 2004, but it was not until the beginning of 2010 that the process became stricter. This hiring process includes public advertising, presentation of documentation (at least a master degree is required), interviews, tests, professional references, among other documentation.

Similar sources of the university also informed about practices related to the job descriptions. Sometimes, the job descriptions are written for a candidate that the committee or a program has already considered. This could be done for a part-time faculty to be promoted to as a full-time hire. This practice is often done when the program wants to recognize an instructor of the program by offering a full-time position. Other times, these same sources informed, this practice is a form of nepotism.

However, there has been some exceptions when people do not undergo a hiring process as some of the participants in this study. Another university source informed that the reasons to skip an official job search can be related to an urgent need to have the position fulfilled. This happens, for example, when instructors cannot take a course and the deanship or directorship of the program needs to find replacements, as you, the reader, will learn from Felipe in the next chapter. The way in which the participants were hired is certainly different from other institutions in Chile and from the United States, for example, where competitive searches are the norm. This dissertation only describes what happened at Northern University and should not be generalized to other universities.

Once hired by the university, faculty are ranked based on a hierarchical organization that follows criteria established by the university. These criteria include their professional development (degrees), scholarly work and expertise, time in the university, teacher evaluations,

research projects, publications, and experience in administrative roles in their schools or university. The ranking for full-time hires and criteria is presented in table 2.

Table 2

Criteria requirements for faculty ranks

Criteria	**Ranks**			
	Full professor	Associate Professor	Assistant Professor	Instructor
Degrees	Master or above	Licentiate or bachelor degree in the filed	Licentiate or bachelor degree in the filed	Licentiate or bachelor degree in the filed
Scholarly work and expertise in the areas of teaching, researching or external affairs	Nationally renowned	Academic level	Proficient level	X
Time in university	At least 10 semesters as an associate professor	At least six semesters as an associate professor	At least for semesters as an instructor	X

Teacher evaluation	Good grades	Good grades	X	X
Research projects	Principal investigator or leading	Principal investigator or co-investigator	X	X
Publications	Peer-reviewed journals and presentation in conferences	Peer-reviewed journals and presentation in conferences	X	X
Administrative roles	Participating in school or university committees or having had administrative roles	X	X	X

Being hired in the program does not guarantee continuity in the program. Full-time and part-time professors are usually hired on a yearly basis. Tenure-track options are not common opportunities for faculty. Sources from the university revealed that tenure appointments are limited to those faculty who take a leadership role as provosts, deans, or vice-presidents in the governing team that works with the President of the university. These appointments are directed

by the President and are not usually part of open searches unless approved by the leadership team.

Once hired and in order to renew their yearly contracts, faculty members are assessed through a teacher evaluation process. The faculty members receive feedback from their students, their supervisor (usually directors of programs), and themselves (self-reflection). If professors are not well evaluated, they should participate in remedial workshops to improve the areas in which they were weakly assessed. Sources from the program, however, indicated that none of these evaluations are considered for either professional improvement or continuity in the program. This factor might indicate that the participants do their work knowing that no consequences will be taken against them. Similarly, this trait can also indicate that the potential agentive decisions and pedagogies of the participants are impacted by the little significance that this evaluation has on them.

In regard to incentives and rewards from the university or the program, these are limited. Recently, professors are being required to publish. As a way to incentivize faculty, the university provides a monetary compensation every time they publish either a book, a chapter, or a peer-reviewed article. Although this financial incentive is attractive for it can be equivalent to the salary of one month, faculty may devote their goal away from instruction to focus on writing and publishing. However, this was not the case with the participants of this study.

Participants' Responsibilities, Workload, and Collaboration

A description of the participants' responsibilities, workload, and collaboration can also help understand the findings presented in chapters six and seven. Each participant is hired to work full-time (44 hours weekly) and need to be present on campus. As full-time faculty members, the participants are required to teach 18 hours weekly. Those faculty members who are

part-time (22 hours weekly) teach 16 hours as they are usually hired for teaching purposes. As included in table 1, the majority of the participants had administrative positions in addition to their teaching responsibilities. Faculty members of the program, particularly the study participants as full-time hires, are required to teach and expected to take on administrative responsibilities, collaborate with the community, create/participate in projects, develop professionally, participate in conferences, and be part of various committees within the school or the university. At a lesser scale, some are specifically required to do research and publish. Patricia was the participant hired to meet these responsibilities, and Montblanc to create instructional material. The participants expressed that the expected duties are usually cumbersome, turning into high volumes of workload that impact the community of the language teacher education program as it will be explained in chapter six.

In terms of decisions, the program relies only on the voices of language teacher educators. The program has a curricular committee which meets monthly and where they discuss or make decisions in terms of the curriculum of the program. The program also has a small faculty council with members appointed by the director of the program. This council makes decisions that affect the program, such as the program accreditation process. For the committee and council, it is up to the directors' discretion to choose their members. There are no official regulations that delineates the requirements to be part of these groups.

On occasions, the director of the program would also convene meetings and invite all language teacher educators working in the program, either full-time, part-time, or hourly, to participate in conversations or other decisions regarding students, agreements, or important issues that may affect the program. The education specialists do not take part in any of these meetings or decisions. This lack of interaction or participation of the education specialists has

usually been the norm in the program. The only occasion when both language teacher educators and education specialists meet is for their weekly faculty council meetings; however, their goal is to address issues regarding the school rather than individual programs.

In this scenario, the responsibilities, workload and the structure of the program impact the community of the language teacher educator program and the education specialists. Even though all of them co-live in the same building, interaction or collaboration does not always happen which could be attributed to the factors aforementioned. These factors can also lead to analyze the concept of teacher educators in the participants, and how by unifying pedagogical and structural forces, they could re-assess their own understandings of language teacher educators.

Curriculum and Courses of the English Language Teacher Education Program

The English language teacher education program is a full-time undergraduate program that prepares teachers of English as a foreign language. Specifically, this program prepares future teachers to teach English from Pre-K to 12 grade. The graduates of this program obtain two degrees: a bachelor degree in English language and a licentiate degree in education. Both degrees certify them as teachers, and no extra preparation—as a master degree—is needed. It is important to highlight that this type of undergraduate programs offered by public and private universities is the only means to become teachers in Chile. Once the students graduate as teachers, they are certified to work in the K-12 system, language centers, or in other teaching positions. Graduates from this program can also work outside of education, such as in the tourist, business, or mining industries.

In Northern University as well as in the majority of universities in the country, a teaching program teaches students the subject matter or content knowledge, as well as the pedagogical content knowledge and the educational knowledge. In the program where the participants work,

students learn the language, but they also learn how to teach this language, and about education and general and professional knowledge. This process is different from some educational systems in other parts of the world in which future teachers are expected to know the subject matter or content knowledge, for example, holding a degree in English language or Biology, in order to be admitted to the teaching program. In this program, students learn both areas; thus their double degrees. They obtain the bachelor degree in English language after the sixth semester. They have to take an international exam to certify their level of English. Students obtain their licentiate degree when they have completed their coursework, professional practicums, and have written and defended their final thesis project. Although not required to graduate or become certified, students have to take a national examination designed for future teachers, and which is administered by the MINEDUC. The purpose of the test is to have an overall perspective of the knowledge that futures should have to work in the K-12 system. The test is to be taken by students ending their eighth semester in the program.

The curriculum of the English language teacher education program is divided into 10 semesters across five years. Each year responds to one cohort whose number of students vary between 20 to 40 students. The curriculum of this program is fixed, i.e., the students are required to take the same courses as a cohort, with the exception of three elective courses throughout the program. All the courses are organized around a learning progression system. In other words, the program assumes that students know no English or education, and many courses require students to have approved a previous course to take another course and continue with the studies. Students graduate develop their language proficiency, learn how to teach, and connect it with educational topics. The amount of courses vary per semester. During the first semester, students take five courses. During the second, third, fourth, sixth, and seventh semesters, the students are

required to take six courses. During the fifth and eighth semesters, the students are to take seven courses. During the ninth semester, the students take one course, and during the last semester, they take two. During these last two semesters, the students have to perform their professional teaching practicums and work on their thesis.

The courses of the curriculum are aligned in five areas: a) disciplinary knowledge—students learn the language, linguistics and theories of language acquisition; b) pedagogical disciplinary knowledge—students learn how to teach the language; c) educational knowledge—students learn about educational theories, curriculum, and topics alike; d) practicums and internships—students observe and/or teach in K-12 classrooms; and e) general and professional knowledge—students learn about various topics to enrich their roles as educators. Table 3 shows the courses per semester and their focused area.

Table 3

Courses of the English language teacher education program

1st semester	
Courses	**Area**
Language I	Disciplinary knowledge
Latin American Literature	General and professional knowledge
Communicative Competence	General and professional knowledge
Spanish language I	General and professional knowledge
Philosophical foundations in society and education	Educational knowledge

2nd semester	
Courses	**Area**
Language II	Disciplinary knowledge
Reading and composition I	Disciplinary knowledge
Creative writing	Disciplinary knowledge
Psycho-pedagogical foundation of education	Educational knowledge
Critical thinking	General and professional knowledge
Elective	General and professional knowledge
3rd semester	
Courses	**Area**
Language III	Disciplinary knowledge
Reading and composition II	Disciplinary knowledge
Culture and civilization I	General and professional knowledge
English literature	Disciplinary knowledge
Psychological development	Educational knowledge
Research methodology	Educational knowledge
4th semester	
Courses	**Area**
Language IV	Disciplinary knowledge
Academic written discourse I	Disciplinary knowledge
Culture and civilization II	General and professional knowledge
North American literature	Disciplinary knowledge

Practicum I	Practicums and internship
Action research	Educational knowledge
5th semester	
Courses	**Area**
Language V	Disciplinary knowledge
Academic written discourse II	Disciplinary knowledge
Morpho-syntaxis	Disciplinary knowledge
International exam workshop-based course	Disciplinary knowledge
Educational project design	Educational knowledge
Personal development	General and professional knowledge
Elective	General and professional knowledge
6th semester	
Courses	**Area**
Language VI	Disciplinary knowledge
Linguistics	Disciplinary knowledge
Comparative linguistic analysis	Disciplinary knowledge
Educational curriculum	Educational knowledge
Practicum II	Practicums and internship
Learning disabilities	Educational knowledge
7th semester	
Courses	**Area**
Language VII	Disciplinary knowledge

Applied linguistics	Pedagogical disciplinary knowledge
Language teaching methods	Pedagogical disciplinary knowledge
General didactics	Pedagogical disciplinary knowledge
Learning psychology	Educational knowledge
Counseling	Educational knowledge
8th semester	
Courses	**Area**
Language VIII	Disciplinary knowledge
Language teaching methods for Pre-K and elementary students	Pedagogical disciplinary knowledge
Audiovisual aids and computer assisted language learning	Pedagogical disciplinary knowledge
Educational evaluation and assessment	Pedagogical disciplinary knowledge
Language teaching methods for high school and adult students	Pedagogical disciplinary knowledge
Educational administration	Educational knowledge
Elective	General and professional knowledge
9th semester	
Courses	**Area**
Language XI	Disciplinary knowledge
10th semester	
Courses	**Area**

Language X	Disciplinary knowledge
Professional development	General and professional knowledge
9th and 10th semesters	
Internship in K-12 schools	
Thesis project	

The courses, as described earlier in the chapter, are taught by instructors (teacher educators) from the School of Education and Humanities. Some of the instructors have usually taught the same courses over the years, while others change based on their responsibilities or decisions by the leadership of the program. The courses from the disciplinary and pedagogical disciplinary knowledge areas are taught in English. The courses from the educational and general and professional knowledge areas are taught either in Spanish or English. The language chosen depends on the instructor who will be teaching the course in the semester. In the practicum area, the students are in schools, but they also meet with an instructor at the university. These meetings or seminars, as the one that Norma teaches, are usually done in English. According to the program, my personal experience as a former student and former instructor, and conversations with the participants, the reason to teach the majority of the courses in English is to immerse students in an environment where English is the medium of communication and instruction.

The curriculum, exemplified by their courses, tends to prioritize disciplinary knowledge and the pedagogical disciplinary knowledge. This emphasis will help understand the trajectories of the participants to becoming language teachers and language teacher educators, and their pedagogies, which are presented in chapter five.

Students' Characteristics and Motivations

The population of students who enroll in the program are usually recently high school graduates who take a standardized national college admission test. This admission test is mandatory for any program offered at the universities that belong to the Council of University Presidents (CRUCH for its acronym in Spanish), a group of 27 public and private universities that regulate the policies and coordinate higher education in the country. The test is optional for private universities. Recent policies for teacher education programs in Chile, however, mandate that all students who want to enroll in any type of teacher education program at any CRUCH or private university are to take this college admission test.

In order to be admitted to the English language teacher education program at Northern University, potential students need to comply with two obligatory MINEDUC requirements to be admitted in the program: 1) they need to be in the 30% percentile, or above, of the students who graduated from their high school cohort; and 2) the averaged scores of their college admission test needs to be in the 50% percentile or above from the those who took the test. Students do not go through interview processes or any type of tests neither they have to submit personal statements or essays.

One aspect that is critical for this study is the motivation of the students to enroll in the program. Similarly to what it was explained in the first section of the chapter, some students choose English language teaching because they want to learn English, and not because they want to teach. Montblanc describes this situation:

> Los estudiantes a quienes le enseñamos descubren en la práctica que les gusta el rol como profesores y que es eso lo que quieren hacer. Trabajar en la escuela con estudiantes. Un

> número de los más del 10% no tiene intenciones de trabajar como profesores y eso lo sabemos como carrera. (Montblanc, 3)
>
> During their practicums, our students realize that they like their roles as teachers and that's what they want to do. They want to teach students. However, there is a10% of the students who do not intend to teach and we know that in the program. (Translation, Montblanc, 3)

In my personal experience, I have to agree with Montblanc. As an instructor of the program, I like to start the semester by giving students a questionnaire to learn about them, their interests in the program, and expectations about the course. In the last two courses that I have taught in the program, one at the moment of collecting data and the other while editing this manuscript, I had a few students (usually three) acknowledging that they are not interested in working as teachers. One of my current students wrote "It's nothing against you, but I don't want to be a teacher, so I might not do great in your course". The course that I am teaching is Language teaching methods for Pre-K and elementary school students.

The previous example makes visible the way to look at and describe the participants. Even though the participants may be regarded as teacher educators by the program or their peers, their students' motivations to enter the program and the content of some courses make them be language experts. The consequences of the students' motivation to enroll in a teacher education program has already been exposed by Johnston (1997). In his study with EFL Polish teachers, Johnston found that teachers do not see a commitment with the teaching profession, but rather see themselves as language experts. Although this might not be true for all the students of the program, the students' decisions will impact and shape the work of the participants (more

information in chapter five and seven), and reconsider the definition of language teacher educator in an EFL context.

Summary of the chapter

The purpose of this chapter was to describe and discuss institutional and structural factors that affect the participants of the study. The chapter addressed a change of understanding of the concept of language teacher educators. The chapter also described the hiring and evaluation process that the participants go through, and illustrated the curriculum of the language teacher education program and students' characteristics that affect the professional identities, agency and pedagogies of the participants.

CHAPTER V

Becoming Language Teacher Educators: Journeys and Philosophies

Language teacher educators play a crucial role in the preparation of language teachers. From teaching methodologies to promoting critical discussions, these educators inevitably shape future language teachers with their discourse and instruction. Nonetheless, research conducted on language teacher educators in SLTE has revealed that there is scarce information about this group of professionals, especially in terms of who they are as teacher educators and their practices (Peercy et al., 2019; Smith, 2016). Therefore, there is a need to learn more about this group, their professional identities, and their pedagogies.

Narratives and stories are good sources of information that can help us learn about the identities of language teacher educators and how they view and enact their pedagogies. Narratives can reveal personal experiences, social interactions, practices and contexts which mediate their professional identities as language teacher educators. For instance, some stories can describe the educators' journeys in becoming language teachers and language teacher educators, or their experiences working in other teacher education programs. Thus, exploring the language teacher educators' pathways and experiences of how they came to become language teacher educators can help us understand their professional identities and the pedagogy they rely on when preparing teachers.

Particularly, this dissertation investigates the professional identities of language teacher educators in Chile. The narratives of this particular group shed light on the professional identities and pedagogies of language teacher educators who have been immersed in an unequal educational system as the result of educational policies framed within the neoliberal paradigm installed in the country. Moreover, these language teacher educators work in an educational

system in which English is the official foreign language taught in Chilean schools in order to meet the needs and demands of globalization. Nonetheless, the voices of this particular group of professionals have not been extensively explored, either in the SLTE literature or in Chile. As a consequence, exploring the participants' narratives will provide insightful information on their professional identities and their pedagogical focus in the preparation of language teachers for the Chilean context.

The purpose of this chapter is to examine the professional identities. This chapter introduces the participants' journeys in becoming language teacher educators, tells about the participants' personal and professional past experiences, and describes the participants' teaching philosophies in their current roles. The chapter presents these findings in five sections:1) becoming language teachers, 2) becoming language teacher educators, 3) awareness of identity as language teacher educators, 4) personal and professional experiences influencing language teacher educators, and 5) teaching philosophies. This chapter ends with a discussion of the findings in light of the conceptual framework.

It is important to clarify that even though I use the term language teacher educator to refer to the role of the participants in the language teacher education program, I do not imply that they *are* [personal emphasis] teacher educators based on the structural issues presented in the previous chapters and the nature of the findings described in this and the following two chapters. This study claims for a revision of the concept of language teacher educator in an EFL context.

Becoming Language Teachers

The development and construction of professional identities can be illuminated by the teacher educators' trajectories to become language teachers (Murray et al., 2011; Swennen et al., 2010; Valencia, 2017; Williams & Ritter, 2010). Trajectories are made up of experiences that

can enlighten how teacher educators came to be the professionals they are. Similarly, trajectories can also illuminate the development of professional identities. As an introductory portrait of the participants in this study, this section introduces their trajectories in becoming language teachers. Stories that describe trajectories can inform us of teachers' roles, interests, influences, or challenges in becoming teachers. In narrative form, this section describes the participants' motivations and influences in their becoming language teachers, told by their stories of their lived experiences.

Language teaching was an unexpected journey for most of the participants. Montblanc knew he wanted to become a teacher, not for what it meant to be one, but because of the subject matter. He enjoyed physical education and used to play sports. He also liked English—it was easy for him—and had a passion for literature and writing. His mother taught him a love for letters, and his father's naval stories stimulated his imagination. At the moment of deciding what to study, Montblanc was torn between being a physical education (PE) teacher or a language teacher. However, Montblanc made his career decision after conversing with his high school language teacher, who explained what it meant to study English and being a language teacher. This conversation was the reason he decided to enroll in the language teacher education program.

Montblanc was not the only case in which interest in English was a reason to become a language teacher. As mentioned in the previous chapter, all of the participants in this study entered the teaching program because of English and not because they wanted to become teachers in the first place. Norma decided to become a language teacher because she was good at English and was not sure what to study after graduating from high school.

Patricia was in love with History and English, and becoming a teacher was an outlet to study either one of these areas. She chose English because Northern University, the local

university, only offered a teacher education program on language teaching, and not on history. In addition, she did not have the financial resources to relocate and study in a different city. Patricia also recounted three influences as a student that mediated her decision to enroll in the program. First, she identified her father as her most significant influence to pursue a career in language teaching. She mentioned that since she was little, her father would always encourage her to learn the language. He signed her up for English courses and bought her self-learning English materials. Her second influence was Andrés, a student-teacher who did his practicum in her high school class. Patricia remembered that Andrés would always tell her that she had an incredible aptitude for English and that she should pursue any career where she could use English. The third influence was her participation in an English laboratory available to high school students from public schools. Patricia was invited to take part in this laboratory because of her language skills and academic performance. The free laboratory school was led by Miss Pilar, language teacher of the high school offering the program and teacher educator of the language teacher education program, who pushed her to practice and use the language.

Miss Pilar was also an influence on Cecilia. She was Cecilia's high school language teacher, and thanks to her, Cecilia reported, she had a good level of English. Cecilia recounted that Miss Pilar encouraged her to study a program where she should continue developing her language skills. Although Cecilia's priority was to study journalism, a lack of funds to register at a different university hindered this possibility. Instead, she enrolled in the language teacher education program, where she excelled in her ability to speak English.

Carmen and Felipe's cases are somewhat different. Carmen was studying public relations when she realized that she wanted to study a different program; however, she was unsure of what path to follow. She also wanted to prove to her family that she was capable of obtaining another

degree. She decided to pursue language teaching after a conversation she had with an instructor from the public relations program. This instructor told her that English would be useful in any career she decided to choose and that she should take advantage of her ease in learning languages. Even more, Carmen recalled being a fast English learner since she was a little girl. With the decision made, and without telling her family, Carmen prepared to take the college admission test. She succeeded. Once enrolled in the language teacher education program, she started to realize that she liked the use of English in a more academic context, but was not confident about becoming a language teacher, much less a good teacher. Carmen explained her process of becoming a language teacher as first falling in love with English and years later falling in love with the pedagogy.

Felipe's story is the most unusual of all the participants. Felipe had studied electricity at a technical school and had no expectation to attend college, due to financial reasons. However, after working as an electrician for some years, Felipe realized he wanted a more stable job that would pay him a fixed salary. He was also interested in finding a job that would allow him to fulfill a personal dream: becoming a writer. Although Felipe had some knowledge of electrical engineering due to his technical studies, he felt unsure that this field was the best fit for him. Strategically, and as a personal initiative, Felipe contacted his neighbor, a vocational counselor, to explore career options and learn about programs at Northern University, the only college that he would be able to afford. The conversation was fruitful, as it broadened his view of higher education.

Nonetheless, the reason to study English came from a vocational test, and not from the conversation with his neighbor. He remembered that one day he was walking down the street and found a piece of paper announcing a seminar on career paths. He decided to attend. At this

seminar, he filled in a career questionnaire that revealed he should study in the area of the humanities. He liked writing and literature, and language teaching was an option to develop this identity as a writer:

> Me gustaba mucho escribir, pero inglés no era mi fuerte. De hecho, no hablaba inglés, nada. No podía hilar frases cuando entré a la carrera. Dije 'pucha probemos, porque inglés igual es un idioma, entonces voy a adquirir recursos para poder ser un escritor. Me gustaba mucho escuchar *Queen*, entonces ahí encontré como que había una conexión. Decía yo 'me puede ir bien, si estoy motivado lo puedo aprender'. Sabiendo inglés se pueden hacer muchas cosas. (Felipe, 1)
>
> I really liked writing, but English wasn't my forte. Actually, I didn't speak any English. I couldn't even put sentences together when I entered the program. But I said to myself, 'let's try, because English is also a language, and I could gain resources to become a writer.' I liked listening to Queen, so there I found a kind of connection. I thought 'if I'm motivated, I can do well, and I can learn.' Knowing English would allow me to do many things. (Translation Felipe, 1)

Felipe also liked English pop culture and saw English as a resource to develop his writer identity. Driven by a positive attitude and intrinsic motivation, Felipe prepared to take the college admission test. He successfully met the required score and enrolled in the language teacher education program without expectations. While in the program, he passed all the courses. Felipe did exceptionally well in the area of the humanities, except for the English courses. Nevertheless, despite all the challenges, he finished the program and is now preparing other teachers in his alma mater.

In summary, this section of the chapter described the participants' motivations for and influences in their becoming language teachers. The English language was the main inspiration for enrolling in the language teacher education program, outweighing a desire to teach. Cecilia, Montblanc, Norma, and Patricia chose it because English was easy for them, and language teaching was the best option to fulfill their desire to deepen their knowledge of and skill in the language. Carmen wanted a different career and, encouraged by her instructor at the public relations program, she found a path that included English. Finally, Felipe wanted a stable job with a fixed salary that would help him become a writer. After a conversation with a neighbor and after reading the results of a vocational survey, Felipe decided to enroll in the language teacher education program.

Becoming Language Teacher Educators

The previous section described the participants' stories of their journey to becoming language teachers. These stories were an introduction to the participants' professional identities. The goal of this section is to continue telling the stories of the participants. More specifically, the purpose is to describe the participants' pathways to becoming language teacher educators. As in the previous section, their stories are presented in narrative form.

Cecilia is the only participant who started her career working in a teacher education program at a university other than Northern University, the setting of this study. Actually, Cecilia began her career in higher education, not as a language teacher educator, but as a language instructor at a language center. She decided to work in this context after a disappointing experience while she was student teaching during her professional practicum. Cecilia recalled teaching at an urban high school known for its poor academic results and student misbehavior.

At this school, she experienced unpleasant situations that led her to pursue a career outside the K-12 system:

> Ah, es que me pasó de todo. Era súper difícil enseñar, a veces no se podía. Cuando yo hice clases ese año, eran chicos drogadictos, bebiendo, agresivos y yo con 21 años tampoco tenía las herramientas para manejar a alguien que sacara una cuchilla. Las personas que estaban trabajando en ese tiempo en el colegio, les daba todo lo mismo. No se impresionaban con nada. Una vez, la parte que más me marcó, fue que vi a unos profesores tomando en la oficina, entonces dije 'no, yo no quiero terminar como ellos,' porque si están tratando de sacar niños vulnerables y hacen lo mismo que ellos, no.' Así es que después empecé a buscar otros trabajos. Empecé a trabajar en la noche aquí en la U, y de a poco me empecé a meter en la universidad. (Cecilia, 1)
>
> Oh, I went through everything there. Teaching was extremely tough; sometimes, I couldn't even do it. When I taught that year, the students would do drugs, drink alcohol, and be aggressive. I was 21 and didn't have the tools to manage someone who might pull out a knife. The people who were working there couldn't care less. They wouldn't get impressed by anything. One time, and this is what really marked me, I saw some teachers drinking in the teachers' lounge. Then I said 'no, I don't want to end up like them because if they are trying to educate kids from vulnerable backgrounds, and they are doing the same, no.' So, I started to look for other jobs. I began working in the evenings, here at the university, and so little by little, I began a career here. (Translation Cecilia, 1)

Cecilia was disappointed at the teachers and the educational system at the K-12 level, in general. After graduating, she began working as a language instructor at a language center. A year later,

she joined a local private university, as a part-time ESP (English for Specific Purposes) language instructor, maintaining both positions at the same time.

Cecilia's career as at a language teacher education program began after she had worked for two years at the private university as an ESP instructor. The director of the language teacher education program offered her a position as a language teacher educator at that institution. Cecilia agreed. She explained that her primary motivation to accept the offer was not to prepare teachers, but to have additional income. Cecilia taught in this program for two years until she was promoted to coordinator of the language teacher education program. Cecilia accepted the promotion and remained in this position for four years until she left the university to pursue graduate studies in the United Kingdom.

Upon completing her graduate studies, Cecilia did not return to the private university. Instead, she joined Northern University as a language teacher educator for the first time. Cecilia stayed in the language teacher education program for only one year. She felt her job was not professionally valued, and the position was underpaid. As a way to feel more professionally accomplished, Cecilia decided to apply for a teaching position at a university in the central-southern part of the country. She was offered the position and moved there. However, after one year, she left the job and returned to her hometown due to family matters. Fortunately for her, she was reinstated immediately at Northern University. Two years later, she officially became an assistant professor of the program.

Felipe and Carmen had similar beginnings as language teacher educators. Felipe began his higher education teaching career referred by a former college mate, Lucas. Lucas had

suggested Felipe's name to substitute for a language instructor at the bilingual program[1] of Northern University. Felipe received the job offer, and without hesitation, he accepted. Felipe saw this opportunity as a professional upgrade in his career and set himself the goal of performing well to keep this position. Indeed, his name and work became known among the language teacher educators of the language teacher education program of the university. Mrs. Montt, director of the program at the time, knew Felipe's work, and contacted him to offer him a position teaching a course on creative writing. Felipe accepted and became a language teacher educator for the first time. Felipe worked as a part-time language teacher educator for three years and officially became an assistant professor in the language teacher education program in his fourth year of teaching.

Carmen was also part of the bilingual program when she joined the language teacher education program. With prior experience teaching ESP in technical programs at the university, her name was suggested to replace a senior faculty member who was about to retire. Carmen was first approached by Mr. Cid, director of the program at that time, to offer her a position in the program. He proposed to train her so that she could take one of his courses when he retired. Concurrently, during the same time frame, a colleague of hers, Pamela, had also suggested her name to Miss Pilar[2], former practicum coordinator and language teacher educator of the program, to be part of the supervising team for student-teachers. Carmen agreed to teach and supervise practicums, becoming a language teacher educator.

Carmen taught various courses and supervised practicums until she left to work as a language instructor at a university in China. When she came back a year later, she returned to the

[1] The bilingual program equivalates to English Language programs at American institutions.

[2] Miss Pilar was also presented earlier as Patricia and Cecilia's high school teacher.

university as a part-time instructor in the evenings, as she was a full-time teacher at a subsidized high school during the day. After two years, she was officially recruited to teach in the teacher education program and became an assistant professor of the program. She did not continue working in K-12 schools.

Mr. Cid was not only responsible for the incorporation of Carmen as part of the staff of language teacher educators in the language teacher education program. Several years before Carmen, Mr. Cid had offered Montblanc a position in the program. Montblanc recalled that Mr. Cid recruited him after he gave a presentation on his experience living and working as a teaching assistant in the United States. Montblanc added that Mr. Cid was pleased by his language aptitude, and soon after offered him a job as an assistant professor. Montblanc joined the program to teach courses on English language, literature, writing, and technology. Montblanc was the youngest of all the participants to join the language teacher education program as an assistant professor. He had only two years of teaching experience after graduating as a teacher. Montblanc became an associate professor after eight years in the program.

Patricia became a language teacher educator after working in the EFL field for several years. Patricia started working as a language teacher at a private K-12 school soon after graduating. A year later, she became an ESP language instructor at Northern University, maintaining both jobs at the same time. During this time, she obtained her first master's degree in teaching EFL. After working for four years as an ESP instructor, and motivated by a desire to grow professionally, Patricia decided to apply for a Fulbright scholarship to teach Spanish at an American high school for one year. Upon her return, Patricia started to work as the head of the English department at a bilingual private school. She also returned to Northern University to work in evening programs. During this time, the dean of the School of Education and

Humanities, Mrs. Macchiavello, contacted her to offer her a position teaching the courses of an instructor who had left the program. Patricia immediately agreed, driven by her desire to evolve professionally.

Nonetheless, during her first two years as a language teacher educator, she felt her work was not valued and she did not see opportunities for growth in the program. Patricia then decided to apply for another Fulbright scholarship to pursue a second master's degree in the United States. As a master's student in second language acquisition, Patricia applied to a doctoral program at the same American institution. Her application was accepted and she stayed six more years in the country.

When Patricia returned to Chile eight years later, she decided to go back to the same university that she had decided to leave, in a contradiction to her previous statement:

> todo lo que sé lo prefiero dar a mi a gente, siempre he sentido ese compromiso, y por eso también volví a la universidad, porque yo tengo un compromiso grande con la universidad en el aspecto emocional, diría yo, que se me dieron muchas oportunidades. (Patricia, 3)
>
> I prefer to give everything that I know to my people; I've always felt that commitment, and that's why I came back to the university because I have an emotional commitment with the university, I would say, as they gave me many opportunities. (Translation Patricia, 3)

Patricia's perception during her previous years at the university seemed to have changed upon her return. Now that she had a doctorate, she participated in an open job search to join the program. She was offered the position and immediately became an assistant professor of the

language teacher program in addition to assuming different administrative roles at both the school and university. She was the only participant who went through a formal hiring process

Finally, Norma was the only participant who approached the administration of the program to apply for a job. Norma had been working for almost twenty years at a private bilingual school where she met Patricia, Carmen, and Mrs. Montt. At this school, she was a language teacher, Head of the English Department, and Head of the Junior School (1^{st}-6^{th} grade). Due to changes in the deanship of the school and disagreements with the new administration, Norma decided to leave the school. Norma wanted to take a sabbatical year; however, her husband persuaded her that it would not be healthy to follow her idea. He suggested looking for a job at Northern University, where Mrs. Montt, a former colleague of hers at the bilingual school, was the director of the language teacher education program. She felt reluctant as she did not have any graduate studies, but her husband convinced her to rely on her K-12 experience. After listening to her husband and with a hint of anxiety, Norma contacted Mrs. Montt. She immediately offered her the chance to teach some courses as one of the language teacher educators was on maternity leave. A year into the program, she joined the practicum supervising team, and she became the coordinator two years later.

In summary, this section has described the participants' paths in their becoming language teacher educators. Becoming a language teacher educator was not a part of the career plan for any of the participants, instead mostly all of them were offered positions without applying for them. Carmen, Cecilia, and Felipe were recruited by the directors of the program to join the program. Montblanc immediately became a language teacher educator after giving a presentation on his experience in the United States, and Patricia was offered a position substituting for a language teacher educator who had changed institutions. Norma was not approached by any

director or dean. Instead, *she* [personal emphasis] contacted the director of the program. In all these cases, their motivations to become language teacher educators were not about a desire to prepare new teachers or to make changes. Patricia's return to the university through a formal hiring process was the only exception found among the participants. The majority of the participants were interested in better job opportunities or in growing professionally.

Awareness of Identity as Language Teacher Educators

As described in the previous section, none of the participants had the goal of preparing new teachers when they joined the language teacher education programs. Their trajectories in becoming language teacher educators were the result of a need to grow professionally or to have a job. Nonetheless, if preparing teachers is a fundamental and critical job in education, when did they become aware of their responsibilities as language teacher educators? Alternatively, when did they become conscious that they were preparing future teachers? The purpose of this section is to briefly describe episodes that illustrate when the participants became conscious of their identities as language teacher educators in light of the understanding of what it means to be a teacher educator and the information presented in chapter four. Their stories are presented in narrative form.

The six participants recounted different experiences when they described becoming aware of their identities as language teacher educators. These experiences were singular and unique, and occurred in and outside of the program. For example, Carmen was not conscious of her role as a language teacher educator while she taught phonetics or English. She only became conscious of her identity as a language teacher educator when she started to supervise student-teacher practicums. Carmen explained:

> Cuando me hice supervisora de prácticas me di cuenta de las falencias que los estudiantes tenían. Entonces ahí fue que dije 'estas falencias que tienen son porque se les enseñó mal, ¿qué tendré yo algo que ver con esto?' Ahí me picó el bicho y me dije *yo* [participant's emphasis] tengo que arreglar esta cuestión. Estos son los futuros profesores que le van a hacer clases a mis hijos, sobrinos, a los hijos de mis amigos, no pueden enseñar así. (Carmen, 3)
>
> When I became a practicum supervisor, I noticed some flaws in the students. It was then when I said, 'these flaws are because they weren't taught well, what do I have to do with this?' That's when it clicked, and I said *I* [participant' emphasis] have to fix this. These folks are the future teachers who will teach my kids, nephews, friends' kids, and they can't teach like that. (Translation Carmen, 3)

Just like Carmen, Norma also realized of this identity while she was a practicum supervisor. She did not think of herself as a language teacher educator when she was teaching language courses. She became conscious when she noticed the needs of the pre-service teachers in their practicums, and started to hold workshops to help them be more prepared for their professional practicum.

A significant episode in an elementary school classroom mediated Felipe's awareness of his identity as a language teacher educator. In 2011, the university and students went on strike, and classes were suspended for approximately the entire academic year. As Felipe was an adjunct instructor at the time, he would not receive any income unless he taught. With a financial constraint, Felipe decided to look for a job teaching at a K-12 school—his last experience teaching had been 12 years prior. Felipe found a job at an elementary school. However, he did not feel prepared to work with young learners. He acknowledged not having the pedagogical and

methodological tools to work at this level, and described this job as the most challenging professional experience. Felipe struggled and felt frustrated. His experience made him realize what it meant to teach in schools and how little he knew about the dynamics of elementary schools. Consequently, Felipe noted the importance of his role as a language teacher educator and the impact of his instruction on future teachers.

Cecilia presented a unique perspective on her awareness of her identity as a language teacher educator. She became cognizant that she was preparing future teachers while working at the university located in the central-southern part of Chile. Cecilia was a full-time faculty member, taught in only one program, and all her projects revolved around her students. She felt invested in the program and acknowledged that her full-time commitment was informative for her identity as a language teacher educator.

Patricia and Montblanc also became aware of their identities as language teacher educators only after working in the language teacher education program for years. Patricia realized of her identity as a language teacher educator when she was working as an instructor in an EFL master's program offered by Northern University. Patricia, having a doctorate now, noticed that most of her graduate students were former colleagues or undergraduate students. At that moment, she realized the importance of her role, as she not only had to train pre-service teachers, but also support in-service teachers. On the other hand, Montblanc's awareness of his identity as a language teacher educator was not due to a specific episode or situation. Becoming aware of this identity was the result of a long process of self-reflection. He highlighted that every episode in his career had contributed to understanding his role in the program.

In summary, this section has narrated the participants' awareness of their identities as language teacher educators. From the early stages in their roles as language teacher educators to

after they had spent many years in the language teacher education program, the participants described several episodes in their careers. For Carmen and Norma, they became aware of their identities as language teacher educators when they supervised student-teachers' practicums. Felipe had to leave the university classroom to immerse himself in a real K-12 classroom to understand the challenges of teachers and his identity as teacher educator. Cecilia felt her full-time commitment to the language teacher education program and her sole duty of preparing future teachers enlightened her role as a language teacher educator. Patricia reflected on her role as an instructor, whereas Montblanc's time in the language teacher education program helped him understand his responsibility as a language teacher educator.

Personal and Professional Experiences Influencing Language Teacher Educators

People's experiences, past or present, told in stories or narratives can contribute to the construction of their identities and agency (Feryok, 2012). The participants in this study told many stories that were significant for their professional development. The purpose of this section is to present some of the experiences in response to the question, what are some experiences or situations which have shaped your role as a language teacher educator? As it has been the trend in this chapter, the information is presented in narrative form.

Norma described a significant experience she had with two teachers when she was an elementary school student. When she was in 5th grade, her father enrolled her at a bilingual private school. Norma recalled knowing no English when she first arrived. At this school, she had a teacher whom she described as unfair and unkind to her. This teacher did not care for Norma not knowing any English. Norma felt frustrated and hopeless.

Norma's frustration was relieved when she met a teacher's aide. This new aide had a different teaching style and would support her as a new student. She felt comfortable in the

school and gained self-confidence as a student. She thought about these two teachers throughout her career. As an undergraduate student and in-service teacher, she would sometimes monitor her practice by comparing herself to them. As a language teacher educator, she shared this experience to illustrate the realities of schools and the impact a teacher can have on their students.

Felipe's and Carmen's experiences as K-12 teachers were the most significant influence on them as professionals. As stated in the previous section, Felipe's job as an elementary school teacher was challenging and eye-opening. Through this job, he came to understand the importance of his role as a language teacher educator, and the impact of his instruction on future language teachers. Similarly, Carmen worked at two schools in which the students differed in their socio-economic backgrounds. Carmen regarded these experiences as enriching learning opportunities for the type of students who attended each school and their distinct socioeconomic realities. In one school, the students came from a high socio-economic background, and the focus was on college preparation. The other school was a Catholic institution that offered a technical-based curriculum and no college preparation. The students who attended this school came from a lower socio-economic background. Carmen remembered that this school had a socio-responsible mission which was reflected in the students' attitudes and actions in the community. Carmen felt these two different educational realities had marked her as a language teacher educator. She learned the challenges that schoolteachers face, the dynamics of the K-12 system, and the goals that schools have. Carmen also recounted her experience working in China. In this latter context, Carmen learned about a different educational system as well as techniques and strategies for language teaching. Cecilia stressed that this experience enabled her to expand her cultural view of the world and education.

On a different note, Cecilia highlighted her experience working at a different language teacher education program as one of the biggest influences on her professional identity. As stated in the previous section, Cecilia became aware of her identity as a language teacher educator of future language teachers when she was an instructor at a university in central-southern Chile. In this position, she felt motivated by the students and was passionate about teaching them. Cecilia valued that the students were invested in their preparation, which prompted her to demand more of herself, both professionally and academically.

Montblanc's experiences were related to developing his areas of expertise: photography and education. He had an interest in photography, which increased after he participated in a seminar on psychopedagogy and image. During this seminar, he learned about the importance of using images from the immediate context in the preparation of language teachers. He later enrolled in a course on emotions and photography, where he grew fond of using images to awaken emotions in education. Montblanc was interested in exploring how emotions can both interfere in learning languages and help students' self-esteem in language learning contexts. He brought his experience as a photographer into his role as a language teacher educator.

In summary, this section has presented some of the personal and professional experiences that mediated the role of the participants. These experiences varied from being schoolteachers, to working contexts, to personal interests. They also illuminated aspects of the participants' professional identities and their teaching philosophies in relation to identity development and pedagogical interests.

Teaching Philosophies

The previous sections of this chapter provided an initial portrait of the participants in this study. Through their narratives, it has been possible to learn their trajectories, and the personal

and professional experiences that were meaningful in their becoming language teacher educators and in their awareness of their identities as language teacher educators. The purpose of this section is to expand on the description of the participants from the perspective of their teaching philosophies. Exploring teaching philosophies is crucial to understanding their pedagogies and professional identities as these can reveal aspects associated with the educators' identities (Supasiraprapa & De Costa, 2017).

In this section, the findings were studied through the lens of agency and critical pedagogy. Critical pedagogy can help illuminate the participants' teaching philosophies in relation to Chilean society and educational system, and the teaching of English in the country. This section begins with a brief definition of what is understood by teaching philosophies in SLTE, and it continues with a description of the participants' teaching philosophies.

Teaching philosophies represent the underlying rationale of teachers' instruction. Schönweter, Sokal, and Taylor (2002) defined teaching philosophies as a "systematic and critical rationale that focuses on their important components defining effective teaching and learning in a particular discipline and/or institutional context" (p. 84). Wiseman, Conner, and Knight (1999) stated that the development of a "personal philosophy involves clarifying educational issues, justifying educational decisions, interpreting educational data, and integrating that understanding into the educational process" (p. 24). In both definitions, the authors relate these philosophies as a justification for the teaching practice that would fit the educational context. In language teaching, Crookes (2015) defined teaching philosophies as the "views about preferred teaching practices or teachers' perspectives concerning the ethically, morally, and philosophically important aspects of their work" (p. 486). In this case, these views or principles which are held

by any teacher can inform and guide the practice of teachers and respond beyond their subject matter and the institution.

Teaching philosophies are unique to each teacher or teacher educator, and usually, develop from individual experiences. Crookes (2009) named some sources that can mediate teaching philosophies, such as personal life experiences, experience as a student or as a teacher, interaction with other teachers, or the educational institution. As a consequence, teaching philosophies can be seen as personal, and

> cannot be transferred in any simple way from teacher educators' minds to their student teachers' minds. A teaching philosophy is something that must be individually cast and recast as it is constructed from and translated into the experiences of practice. (Loughran & Russell, 1997, p. 176)

Understanding the idea of teaching philosophies, teacher educators will become mediators of future teachers' instructions through their philosophies, which will change according to their own experiences.

In this study, the term teaching philosophy has been used to explain the participants' pedagogies, i.e., what they do, their teaching rationales, goals for teaching, and ideologies through the lens of critical pedagogy. The findings are introduced by the participants' perspectives on the role of English in the country. The section continues with a description of each participant's teaching philosophy.

English and the Chilean context. Some of the participants described their teaching philosophies as being focused on language and pedagogy. A finding that was common across the participants was acknowledging that the teaching and learning of English do not contribute to addressing issues in education and society. The narratives of the participants exemplified these

findings, some positively, others negatively, in the cases below. This finding called for special attention, as it described the participants' goals in preparing future teachers.

Furthermore, the participants had an instrumentalist perspective on teaching English. In other words, the goal of English was to help individuals succeed professionally and economically. This perspective implied having access to better jobs, participating in the globalized society, and contributing to the economic development of the country. participants framed their answers in the local regional context: mining companies and tourism.

Carmen's teaching philosophy. Carmen's primary interest lay in language. Carmen's goal was to prepare her students to master the language. Her lessons were heavily loaded in language development, for instance, asking students to define terms or to provide synonyms or antonyms. In addition to mastering the language, Carmen was also invested in applying a pedagogical component to the activities of the students. For example, during the observations, Carmen challenged her students to explain how they would teach the first conditional (if) without using this terminology. This example also showed her interest in developing critical thinking and analytical skills. During the interviews, Carmen was very emphatic in stating that critical thinking was part of her teaching.

One particular aspect of her teaching philosophy was caring for the students. Several times during the observations and conversations, Carmen showed her care for the students as future teachers. For example, during one of the observations, she handed out material about strategies to relieve stress and told them they would be useful when they started working in schools. She also made comments on her personal life, as well as her experiences as a language teacher:

> I want to prepare them for what's next, so they don't get overwhelmed and know what to expect as teachers. I want them to succeed, and I want to help them pedagogically, but also personally. I mean, teachers are expected not to get stressed or tired, and that's not gonna happen. (Carmen, 3)

Another finding was her positionality or ideas about the Chilean educational system and society. She described the society as a place of distrust and disappointment with marked educational, economic, and social disparities. In the interviews, Carmen expressed that she would not usually include actions against these issues in her instruction. However, her instruction and narratives showed the opposite. Carmen would occasionally bring up short conversations about her experiences working as a high school teacher, and how she would connect them with the preparation of language teachers. For example, she would describe the socio-oriented activities that she did with her high school students, and how this type of activities were necessary to be conducted with pre-service teachers. She also reminded her students about the diversity that exists in schools from the region, and how it is important to teach for the local context. In fact, Carmen stated that one of her main goals was to prepare students to be able to teach in the region successfully. To attain this goal, she encouraged her students to consider problems that affect schools, especially students, and the context.

In summary, Carmen's teaching philosophy was characterized by a strong focus on language, pedagogy of the subject matter, care for the students and social responsibility.

Cecilia's teaching philosophy. Like Carmen, Cecilia's teaching philosophy was oriented toward the development of English. She highlighted contextualized grammar and language methodology as her areas of specialization. These characteristics were also shown in her lessons. For example, during the class observations, she would usually work a grammar component and

practice it with games. Regarding language methodology, Cecilia emphasized her approach to task-based projects as another component of her teaching philosophy. She tried to design innovative projects with her students in a way that would have a purpose and practicality.

Cecilia's teaching philosophy included preparing future language teachers to work in the local context. Her discourse in the interviews and lessons showed how she was against government policies of preparing all future teachers the same way, and that all programs should be the same. She favored the local reality when it came to preparing teachers. In her practice, Cecilia stressed the local appropriateness of her work, which was exemplified, in part, by her innovative projects.

Pedagogically speaking, Cecilia's interest was in helping students with classroom management skills. Drawing on her experience as a student-teacher, her goal was to prepare future language teachers to deal with difficult and aggressive situations. Cecilia also saw her role as being a counselor. She would advise students who had personal and social problems to help them succeed in the program.

Concerning the Chilean society and educational system, she expressed that her teaching philosophy did not address issues that affected society or education. She explained that her instruction focused on the contents that appeared on the syllabus, especially language and grammar. What is more, in one of the interviews, she said she did not want to focus on diversity or immigrant students, as she did not want to get behind in the curriculum. Nonetheless, in some of the lessons observed, Cecilia did use activities that incorporated topics related to the Chilean society and educational systems, such as salary inequities, poverty, and preservation of historical sites.

On a similar note, Cecilia recognized that she had an interest in preparing future language teachers to develop a social role and to make changes. Nonetheless, she did not pursue this objective in her current position due to the constraints put by the leadership of the program, in terms of lack of interest in her projects, and bureaucratic matters. Cecilia pointed out that if she were given more freedom, she would work on developing future teachers' social roles in the program.

In summary, Cecilia's teaching philosophy was characterized by a focus on language, particularly grammar, personal care for her students, and constraints in attending to issues related to the Chilean society and educational system.

Felipe's teaching philosophy. Felipe's teaching philosophy was characterized by respect and a close connection with his students. He believed that by having a close relationship with his students, they would be able to view each other as colleagues, developing their identities as teachers.

Throughout the interviews, Felipe's discourse revealed a reflective approach to his practice. His ideas showed that he was interested in thinking and reflecting on his practice and how he could modify or adapt his instructional decisions. For instance, as seen earlier in the chapter, Felipe's experience as an elementary school language teacher impacted what he did in the classroom. Felipe analyzed how students in his courses could make sense of what he was teaching and make it useful in their practice. Felipe also described writing as the core of his teaching philosophy. He explained that he felt comfortable teaching writing-based courses as he was able to apply his interests and skills as a writer.

Concerning the Chilean society and educational system, Felipe acknowledged that he did not attend to the needs or characteristics of the society or aspects related to social justice. He explained that,

> creo que hay una larga tradición de que en pedagogía [en inglés] hay que enfocarse en lo disciplinar que en la pedagogía… tradicionalmente, al profesor de inglés se le ha mirado como *profesor de inglés* [emphasis by the participant], están todos los profesores y el profesor de inglés, como diferente. (Felipe, 2)
>
> I think there is a long a tradition that in [EFL] teaching programs we need to focus on language rather than the pedagogy… traditionally, the language teacher has been seen as the *teacher of English* [emphasis by the participant]. It's all the teachers and the teacher of English, as something different. (Translation Felipe, 2)

Felipe went beyond to assert that he paid little attention to policies that affected classroom teachers, or other educational issues such as special needs or diversity. He stated that he felt comfortable focusing on the quality of the content he taught and how that content would work for his students.

In summary, Felipe's teaching philosophy was characterized by his connection to and respect for his students, a reflective approach to his instruction, and focus on content and writing.

Montblanc's teaching philosophy. Montblanc's interest in photography was the base for his teaching philosophy. His discourse and activities were usually surrounded by how to use images to learn the language, but they were also about the culture of the countries where English is spoken.

Montblanc developed himself as a designer of instructional material, a distinct professional characteristic which evolved within the program. He was locally recognized in the

community for his work on photography and the publication of books with images of the region. Montblanc transferred his passion for photography to the creation of textbooks to teach English, highlighting the culture and landscapes of northern Chile. He also used images from his publications to discuss or support his instruction in the English course observed.

The teaching of literature and English was another signature of his instruction. Through his instruction, he saw himself as an opportunity for his students to explore cultural aspects of English speaking countries, new cultures, and the world. Montblanc saw his courses as an opportunity to intellectually and culturally nurture his students with information that some of them might not be able to access. He was aware that the population of students who were enrolled in the program came from low socioeconomic backgrounds, and it might not be easy to study or visit an English speaking country. In this sense, as with Cecilia, Montblanc's teaching was focused on preparing language teachers from and for the local context.

Like Carmen and Cecilia, Montblanc cared for his students. He referred to a holistic approach to teaching as his way to care for the students. When asked about a signature trait of his teaching, he said that he paid attention to the content and the language, but also the role of emotions. For him, emotions were important as they could make learning more enjoyable and facilitate students' ability to express what they thought. His interest in this approach emerged from two experiences. One was working with a psychologist on a project that involved music and images. The second was meeting with and learning from an expert on holistic education. He learned that although cognition guarantees learning, it was also beneficial to work with materials that stimulate the learner. In this example, Montblanc wanted his students to learn and enjoy learning.

In terms of the Chilean society and educational system, Montblanc's discourse did not reveal actions targeted toward issues affecting the country. However, and even though it might not be generalizable, he did conduct an activity about schoolteachers. Montblanc asked them, from their practicum experiences, to discuss the challenges that teachers face these days and possible solutions for these issues. This discussion occurred during a lesson focused on speaking. When I asked him why he did this activity, he responded:

> Bueno, la asignatura de este semestre tiene como objetivo que los alumnos sigan desarrollando críticamente sus habilidades orales y creo que hablar de la realidad de lo que ocurre en base a sus experiencias en las prácticas profesionales les sirve bastante para reflexionar sobre lo que hacen y tendrán que hacer en los próximos años. (Montblanc, class 4).
>
> Well, the objective of this course is for the students to continue critically developing their oral skills, and I think talking about what happens in schools based on their professional practicums works very well to reflect on what they do now and what they will have to do in the future. (Translation, Montblanc, class 4)

Montblanc seemed to have conducted this activity using a holistic approach to stimulate the emotions of the students.

In summary, Montblanc's teaching philosophy was characterized by his passion for photography and literature, care for his students, preparation to work in the local context, and a holistic approach to teaching.

Norma's teaching philosophy. Norma's teaching philosophy was based on her experiences teaching in schools and being a practicum supervisor. Unlike the other participants, she modified the syllabi of her courses with content or objectives which she thought were more

pertinent to K-12 schools. In this sense, Norma took a pedagogical approach to her teaching. Through her lessons and her discourse in the interviews, she accounted for the reality and dynamics of schools, for example, students, parents, and administration and also for teacher professionalism. Methodologically, Norma told her personal experiences, used school jargon, employed case studies to analyze classroom issues, or asked students to reflect on their experience. With this approach, she expected her students to be more reflective and critical thinkers of their practice.

Norma's approach was also about caring for the students. More directly, Norma would tell her students about the importance of being emotionally stable as teachers, for example, in terms of stress and self-care. She would tell her own experience as a language teacher, curricular coordinator, and practicum supervisor. She would talk about her experience dealing with behavioral and academic issues, and give pedagogical and instructional tips that would benefit the students in the classroom.

In terms of the Chilean society and educational system, Norma demonstrated an implicit concern and interest in attending to issues that affect the Chilean population. Norma would initiate conversations on diversity in the classroom. This diversity she addressed was in terms of learning disabilities and social and economic backgrounds. Norma wanted her students to understand and accept diversity and eliminate pre-conceived prejudices that they might bring into the classroom. She expressed that her signature in teaching was based on values over cognitive skills.

In summary, Norma's teaching philosophy was characterized by an approach to pedagogical knowledge, care of the students, developing students' teacher identities and paying attention to diversity and prejudices in the students.

Patricia's teaching philosophy. Patricia valued the disciplinary aspect over an educational focus in her instruction. Similar to other participants, Patricia was interested in her areas of expertise, which were language methods, linguistics and the English language. She was not an avid educational expert. She trusted that the education specialists would cover educational or societal topics and that students would learn about the pedagogy once they were teaching in schools.

Like Cecilia and Montblanc, Patricia's teaching philosophy was focused on preparing teachers to work in the local reality. She developed the disciplinary knowledge needed in schools, such as language teaching methods. Methodologically, Patricia was different from Norma or Carmen as she would not share personal experiences during her lessons. Patricia stated that she was not keen on sharing her experiences as a teacher since she did not feel comfortable doing so. She preferred to focus on the area of linguistics.

Regarding the Chilean society and educational system, Patricia was self-critical of her instructional decisions. She acknowledged she did not consider educational or societal issues in her instruction as she was focused on the content and goals of the course. She explained that this was a personal decision that went along with the linguistic tradition of the program. However, she was conscious about this need and would have liked the program to have service learning projects or volunteering opportunities to increase the social role of their students. She stated she would like to embark on projects, but did not think she would feel supported by her peers. Patricia also wished teacher reflection was incorporated in the curriculum as an opportunity for professional and social awareness growth. In other words, Patricia affirmed that the students were missing a social component in their preparation, but she also acknowledged not taking steps to resolve this problem.

In summary, Patricia's teaching philosophy was characterized by a focus on linguistics, methodology, and English, and she was interested in preparing teachers for the local context. Even though Patricia was aware of educational and societal problems, she was not willing to work for educational or societal change, and relied on education specialists to handle these matters.

Summary. This last section of the chapter has described the teaching philosophies of the six participants. Their philosophies addressed their goals, their emphasis in their instruction, and some of their experiences that mediated the rationales of their pedagogies. Furthermore, their teaching philosophies incorporated their positionality toward working issues that affect the Chilean society and educational system. The narratives of the participants showed some discrepancy between their beliefs and actions, as they described them.

Discussion

The purpose of this chapter was to examine the professional identities of the six participants through the exploration of their trajectories, personal and professional experiences, and teaching philosophies. In order to create a portrait of the participants, the chapter described their journeys in becoming language teachers and language teacher educators, their awareness of their identity as language teacher educators, personal and professional experiences that shaped their roles as language teacher educators, and their teaching philosophies. The following section presents a discussion of the findings categorized into three subsections: language teacher educators' trajectories, their personal and professional experiences, and their teaching philosophies.

Journeys in becoming language teacher educators. The narratives of the participants described their journeys in becoming language teachers and language teacher educators. As

postulated by Barkhuizen (2011, 2014), their narratives allowed us to learn about the participants as learners and how they saw themselves as language teacher educators. The discussion in this section has concerned the influences that mediated the pathways of the participants in their becoming language teacher educators and the implications for teacher education.

The stories of the participants exemplified the importance of schoolteachers and family members in the decisions to become teachers. Aligned with the results from other studies conducted in Chile (Andrade, 2016), this study showed that the participants valued the opinions of their language teachers and their families in pursuing a career in language teaching. It can be argued, therefore, that individuals from the participants' familial and educational contexts initially mediated their identities before developing themselves into the role of language teacher educators. More specifically, in this case, the participants were influenced more by mediation in practice. This finding corresponds to Clandinin and Connelly's (2000) three-dimensional space of narratives, particularly, the dimension of social relations. In the same line, the participants' schoolteachers were powerful influencers of their decisions. Thus, this study sheds light not only on the role and impact of schoolteachers on the career decisions of future professionals, but also on the instructional practices of the participants.

Similarly, the participants' narratives also revealed the impact of financial constraints on college decisions. Some participants recounted not being able to study their programs of interest, and so choosing language teaching as an alternative program. This finding is also a description of the current reality of some of the students in the program, as explained in chapter four. This finding leads us to reflect upon the investment of student-teachers in their studies and the agentic desire to grow professionally. It also raises the question of the profiles of the newly graduating teachers, their reasons to teach, and the pedagogies enacted in their practices. More importantly,

it questions the professional identity of the participants: do they feel more interested in being language experts or in preparing teachers integrating various of aspects? It is perhaps this finding that presumes that the participants might not be language teacher educators.

Another finding that emerged from their stories and is connected with the previous argument was the role of English in their career decisions. The majority of the participants decided to become language teachers as a result of their interest in English. The participants either liked the language or had linguistic aptitudes that made it easy for them to communicate in English. This finding is significant as none of the participants entered the profession as the result of a desire to be a teacher or to work in the educational system. Instead, English was their primary motivator. Although both Patricia and Montblanc wanted to become teachers, their main motivation to study was the topic (English, history, or journalism) rather than the educational aspects of being a teacher. Therefore, it could be possible to infer that, from a sociocultural perspective, their motivations and rationales for becoming teachers acted as mediators in the construction and development of their professional identities. This situation can also be extrapolated to teachers from other areas to explore their motivations to pursue a career in teaching, as well as to analyze their educational ideologies and pedagogies.

The previous two findings—financial constraints and interest in the language—can illustrate the role of language teacher education programs. It is crucial that these programs be aware of the motivations of future teachers, and the implications for the future teacher. It is the program's responsibility to account for educational issues when these situations are identified. It is necessary that language teacher education programs pose questions, such as, "what is your goal as a teacher?", "What are you educating for?" to promote reflection and awareness of their

roles as future agents of change. More importantly, are language teacher educators really teacher educators?

In terms of their pathways in becoming language teacher educators, even though as I have argued, they might not really be teacher educators, a finding that is worth discussing is their reasons to work in the preparation of teachers. The participants' stories revealed that none of them joined language teacher education programs with the goal of preparing new teachers. On the contrary, all regarded the teaching job as an excellent opportunity to gain financial stability and greater recognition. This finding resembles the results of Andrade's (2016) study on Mexican teacher educators' motivation to prepare teachers.

In the previous case, if the university had held open job searches instead of offering positions through personal connections, then they would, as a result, hire professors who were interested in the positions and took initiative to apply for them, and would have been more invested in their work and work towards a more socially responsible agenda as part of their pedagogies. Not going through an official hiring process has implications for their professional identities and the quality of the teacher education programs. This issue might help explain the pedagogical decisions of the participants and their focus on disciplinary knowledge or linguistics. Their hiring process might also help explain how the participants saw themselves as language teacher educators and the timing in which each one of them became aware of their roles as language teacher educators. If the university had held open searches, then they would, as a result, hire professors who were interested in the positions, took initiative to apply for them,

However, this finding calls into question the educational practices of the participants and raises concerns about their roles in society and the educational system. Educators shape future teachers and lead the preparation of teachers. Thus, it is worth investigating how much of

themselves, the participants, are investing in the educational system. How much are these or other educators in the system aware or conscious of their roles in the educational system? Do they see themselves as promoters of change and awareness of the educational system or of society, or do they focus only on language development? These questions can be answered by learning more about the professional identities of the participants and their pedagogies. Part of this conversation will be discussed later in this section.

Finally, the participants' awareness of their identity as language teacher educators can be used to explore their pedagogies and instructional practices. Some of the participants became aware of their role as language teacher educators after joining the teacher education program, while for others, the moment of realization came after they had worked for many years in the profession. Once the participants became aware of their identity as language teacher educators, they acknowledged modified their practices or became more reflective of their role as teacher educators. Felipe mentioned becoming reflective of his performance, while Norma and Carmen included their K-12 experiences as part of their instruction. This shows that the participants reconstructed their identities in response to their new experiences and beliefs after they became aware of their identities as language teacher educators. They went from being language teachers to becoming language teacher educators. This finding has implications in terms of the true professional identities of the participants. Even though it has been argued that they reconstructed their professional identities to that of language teacher educators, the instruction and pedagogies of the participants might not really imply that they are performing as teacher educators. A better understanding of this problematic will be discussed in the following section.

The timing of the participants becoming aware of their identities as language teacher educators can be a drawback for future teachers. It can be hypothesized that teacher educators

who realize their role earlier in their careers might have a more positive impact on students than those who do so later in their careers. Even though there is no data to confirm this hypothesis, the participants acknowledged redefining their roles and pedagogies once they recognized their role as language teacher educators.

In summary, there were commonalities in the stories of the trajectories of the participants of their becoming language teachers and language teacher educators. These trajectories have provided information about the potential interests of the participants and implications for language teacher education programs. Lastly, the stories of the participants also provided a first portrait of the participants and the formation and renegotiation of their professional identities.

Language teacher educators' personal and professional experiences. Trent (2013) explained how language teacher educators refer to their past experiences to negotiate their professional identities. In this study, the stories of the participants also evidenced this reality. Varghese (2018) explains that considering teacher experiences allows us to understand what shapes their learning, their professional identities, and their teacher education experiences. Carmen, Norma, and Felipe showed an identity as learners. They reported that their experiences in K-12 were learning opportunities that mediated their identities, roles, and pedagogies in their roles as language teacher educators. For instance, Carmen and Norma made use of these experiences in their courses or seminars to illustrate K-12 educational realities. This showed their renegotiation of their identities as language teacher educators and scholars. Hence, it can be argued that the experiences of the participants in the K-12 system had a positive impact on their professional identities and their teaching. Nonetheless, Cecilia's discouraging times at a high school brought about a redirection in her decisions regarding her professional future, showing how a complete system could intervene in the agency and professional identity of a teacher.

Montblanc's story is interesting in terms of experiences. He relied on personal interests to develop his professional identity. As a photographer, he recalled participating in seminars about the benefits of photography and emotions in education. Montblanc's case is relevant as it illustrates how a professional identity can be constructed from experiences related to their identities and interests.

In summary, the participants' experiences are essential to know what they brought from outside of the classroom and how these mediated their professional identities. It is also valid to say that their time in K-12 schools, either as a teacher or a student, molded who they are. Therefore, professional identities can be developed outside a teacher education program, even when participants have not yet started their journeys as educators.

Teaching philosophies of language teacher educators. Examining the participants' teaching philosophies permits us to have an understanding of the rationales of their practices, their areas of interest, and their goals in the preparation of future language teachers. Teaching philosophies permit us to know "the theories, set of values, or perspectives at which levels of analysis or discussion that language teachers may draw upon, and how teachers can effectively explore and develop such matters" (Crookes, 2003, pp. 47-48). In this study, it was possible to learn that the participants brought their personal and professional identities, their agency, and their personal and professional experiences into their philosophies. This subsection addresses the participants' teaching philosophies, particularly those related to their personal and professional influences, rationales and goals, and agentive role as language teacher educators through agency and critical pedagogy. It is important to remember that in the analysis and discussion of the teaching philosophies, their visions about learning or their methods were not considered.

A common narrative across the participants was their focus on teaching English as part of their teaching philosophies. Their narratives and stories revealed a keen interest in preparing teachers to master the language as part of the tradition of the program. They stressed that the emphasis on linguistics had existed since they were students of the program. This exemplifies the impact of the program on their philosophies and the influence of their preparation in their teaching philosophies, as found by Flores and Day (2006). This finding, notwithstanding, helps characterize or describe the real professional identity of the participants. If the pedagogies are a reflection of the professional identities (Ilieva, 2010; Peercy et al., 2009), and these reflect the teachers' contexts (Barkhuizen, 2016), then it may be argued that the professional identities of the participants was not of language teacher educators, but that of language experts. Nonetheless, despite this argument and as I have done it in parts of this chapter, the participants will continue to be called language teacher educators since that is their assigned role in the program. This argument also responds to the fact students are honest in introducing their interest in the language over education as seen in chapter four, and describes the mediation of this group in the participants' pedagogies.

Furthermore, the teaching philosophies also reflected the participants' interests. For instance, Montblanc's interest in photography permeated his instruction as well as his professional identity as a language teacher educator scholar and colleague. Through the publication of photograph-based textbooks to teach English, he connected his identity as a photographer with his professional identity as a language teacher educator. This trait is also shared by Felipe with his interest in writing.

This study also showed that teaching philosophies result from context-situated experiences. For example, Norma expressed a deep interest in developing the identities of future

teachers in terms of professionalism and pedagogy. Her philosophy relied on the idea of what teachers need to know to work in schools from the viewpoint of a former practitioner and current practicum supervisor. Norma's approach was unique and different from the rest of the participants, which could be associated with her trajectory in the K-12 school system and little time in the language teacher education program. It could be argued, therefore, that Norma reconstructed her identity to reconnect with her K-12 experience as part of her pedagogy.

On a different note, one aspect of the teaching philosophies that is worth discussing is their approach toward the Chilean society and educational system. Teaching is a political act, and preparing teachers also means preparing teachers as agents of change. Teachers will transform the lives of their students, the communities, and themselves (Pitsoe & Mahlangu, 2014). Even more, Johnson and Golombek (2018) called for including language teacher educators' pedagogies as part of the SLTE knowledge, whereas these pedagogies need to respond to the challenges that today's teachers face. In response to these ideas, the participants provided valuable information, sometimes contradictory, on how they approached these issues. Some did not believe that English teaching or learning could be a tool to respond to the needs and reality of the country. Therefore, it can be claimed that this discourse mirrors the finding related to the linguistic approach to their instruction, and stresses a redefinition of language teacher educator in an EFL context.

From a different perspective, but in the same line, Patricia left attention to these societal and educational issues to the education specialists. Other participants preferred to focus on their content or areas of specialization. Their narratives, in this case, exemplified the emphasis played on linguistics by the participants. This findings or exemplification is aligned with the arguments made in the previous paragraphs.

As a consequence, their teaching philosophies seem to be apart from the post method era (Canagarajah, 2002; Kumaravadivelu, 2001) and the current trends in SLTE, in which English can be used for social justice (Glynn et al., 2014; Hastings & Jacobs, 2016), diversity (Peercy et al., 2017), and critical English language teaching (ELT) (Pennycook, 2001). In the words of Crookes (2003), the following quote seems to describe the reality of these participants: "teacher education for this sector of the field has therefore assumed its role to be able to prepare ES/FL teachers simply to deliver language instruction with no other major concerns" (p. 46). It is valid to explore a complete program to understand the rationale of its goals and whether it attempts to take a socially responsible position in the preparation of future language teachers.

This negative approach toward the issues in the country was found to be positive in some of the participants' philosophies. For instance, Norma and Carmen highlighted aspects of diversity within the classroom and the importance of preparing for this phenomenon in the country. Carmen also emphasized their social responsibility in education and how she had promoted this trait in her students. What is interesting about these two cases is that the participants did not associate these topics as contributions to the improvement of the Chilean society and educational system. Their discourse was centered on developing teacher's identities (Norma) and improving pedagogical practices for all students (Carmen). Their ideologies show a conflict between their understanding of what is needed and what they do in their instruction. This finding also exemplifies their type of pedagogies and how it differs from the recent needs expressed in SLTE (Johnson & Golombek, 2018).

Cecilia, on the other hand, had a great desire to do things and make changes in the Chilean reality. Patricia also would like to offer students opportunities to develop a social role. Notwithstanding, Cecilia felt constrained by the program and opted to stick to the syllabus,

whereas Patricia felt a possible lack of support from her peers to embark on social projects. These two participants knew about the issues to be targeted, yet there were agentive tensions in what paths to follow in the program. Interestingly, these two participants were the only ones to have studied abroad and acknowledged, especially Cecilia, the influence of their graduate program in their ideologies about teaching and agency.

The overall perspective of the participants leads us to reflect upon the concept of *conscientização* and how they enact this emancipatory process in their practices. Freire (1070) calls upon teachers to teach students to negotiate and engage in relations between the oppressor and the oppressed "to awaken in the oppressed the knowledge, creativity and constant critical reflexive capacities necessary to demystify and understand power relations responsible for their marginalization and, through this negotiation, being a project of liberation" (Macedo, 2014, p. 179). In this context, it is reasonable to doubt whether the language teacher educators are educating future teachers with an idea of critical consciousness in their profession and their connection with the demands of the society and teachers' needs.

From a critical pedagogy perspective, teachers or educators should be able to recognize, analyze, and take actions against systems of inequality, to intervene in the reality and change it. Johnson and Golombek (2018) made it clear that these pedagogies should meet the needs of today's teachers. In this scenario, teacher educators should enact their agency as active participants in this process. Indeed, the participants did recognize systems of inequality and inequity in the country. Nonetheless, their ability to consciously take actions beyond their linguistic interest raises questions about their ownership of their ability to make changes, their sense of *conscientização*, and the possibility to develop a critical consciousness in future teachers. Thus, it could be argued that the tradition of the program restrained the ideologies of

the participants. Similarly, it could also be discussed that the participants might have not internalized the educational aspect of their roles as language teacher educators.

Furthermore, in their decisions on whether or not to take actions to address issues in the Chilean educational system and society, it is necessary to wonder if the participants were helping to perpetuate the issues of the country. In the words of Bourdieu (1973), are the participants contributing to structural reproductions of the inequalities and inequities found in the Chilean society and educational system? Are they aware that some of them have been employing a restrictive agentive approach to an education that should provide tools to advocate for change from multiple perspectives and paradigms? The role of the participants and their teaching philosophies depicted a situation that invites us to reflect on the real purpose of preparing teachers and how their agency, in addition to their professional identities and pedagogies, delineates the goal. Finally, their narratives described their identities as being in conflict. The participants acknowledged societal and educational issues; nonetheless, some took no action in their practice. It could be argued that in some cases, the participants did not renegotiate their identities as language teacher educators and language specialists to prepare future language teachers as agents of change.

In summary, in the area of language teaching, paying attention to teaching philosophies is necessary since, as "specialists in cultural boundary crossing, we spend much of our professional lives in situations or working with materials in which values, beliefs, cultures, or philosophies may disagree or conflict" (Crookes, 2003, p. 45). Pedagogies are also a reflection of professional identities and they are considered as part of the knowledge base for SLTE (Johnson & Golombek, 2018). This section discussed the participants' philosophies, goals, and perspectives toward the preparation of teachers in the Chilean context. This section also explained the duality

between being a language teacher educator and language specialist, and how this understanding or conceptualization impacts the real professional identities of the participants in an EFL context. Finally, the section discussed the concept of *conscientização* and agentive tensions that were identified in the participants.

Summary of the Chapter

The purpose of this chapter was to explore the professional identities of the participants. In particular, this chapter described the trajectories of the participants in their becoming language teachers and language teacher educators, their awareness of their identity as language teacher educators, personal and professional experiences influencing language teacher educators, and their teaching philosophies.

CHAPTER VI

The Professional Context of the Language Teacher Educators

The previous chapter examined how the participants developed, (re)constructed, and (re)negotiated their professional identities and it also showed the duality between a language teacher educator and a language specialist, and how this impacts the title of the participants. The previous chapter also described how their professional identities were informed by their trajectories in their becoming language teacher educators, their personal and professional experiences, and their teaching philosophies. In this chapter, the focus of the narratives has been placed on the participants' professional context, i.e., the language teacher education program. Analyzing stories grounded on professional contexts will permit us to have a more in-depth understanding of the language teacher educators.

Conceptually, context plays a significant role in the development of a professional identity. Teacher identities are not context-free. They are bound to a system or to institutional settings (Varghese et al., 2005), where they develop through interaction and practices (Varghese, 2018). Even more, the development of teachers' identities can be influenced by their agency, and shaped by their emotions, beliefs, personal biographies, teacher education programs, teaching practice, contexts of their teaching, and the emotional climate of their schools and classrooms (Flores & Day, 2006). Under these conditions, their identities can be (re)constructed in a specific time and space.

Therefore, exploring the participants' professional context is necessary to obtain a more profound understanding of their professional identities. Barkhuizen (2008) made a case for examining language teachers' contexts in order to understand their practices, while Simon-Maeda's (2004) study demonstrated the impact of a university department on the identity

development of language teacher educators. Furthermore, narrative inquiry is contextualized inquiry. It calls for a contextual approach in exploring language teaching (Barkhuizen, 2008).

The purpose of this chapter is to illustrate how the teacher education program has influenced and mediated the participants' professional identities and pedagogies. In particular, this chapter relied on the constructs of agency and professional identities, and methodologically used narrative inquiry by Clandinin and Connelly's (2002) three-dimensional space of temporality, sociality, and place, to describe the stories of the participants.

The analysis of the narratives suggests two major categories of influence of the program: community (social relation) and administration (regulations or administrative issues). As was the trend in the previous chapter, the experiences of the participants are told in a story-telling format. Similarly, I will use the term language teacher educators to refer to the role of the participants, but not necessarily implying its effective conceptualization for this group. The chapter ends with a discussion of the findings.

The Community of the Language Teacher Education Program

The community of the language teacher education program refers to the individuals who participate in preparing future language teachers at the School of Education and Humanities[3]. Drawing on Clandinin and Connelly (2000), the community or sociality of the language teacher education program is composed of teacher educators (language teacher educators and education specialists) and student-teachers, whereas the school is the place where the educators experience episodes or events.

[3] A detailed description of the language teacher educators and educational specialists was detailed in the previous chapter (four).

In the context of preparing teachers, language teacher educators and education specialists are expected to work together and collaborate with each other. Nonetheless, as described in the previous chapter, and in addition to the experiences of the participants, the findings revealed that this expectation is not met in the professional context. Patricia's stories depicted a lack of collaboration between the language teacher educators and education specialists. She explained that even though both groups of teacher educators are aware of this expectation to collaborate, this rarely happens. On the contrary, she expressed that each group of teacher educators works in isolation. She noted that neither group communicates nor collaborates with the other. Thus, some teacher educators have created an independent and isolated way of working.

Regarding the community of language teacher educators, some of the participants described a lack of communication and collaboration with their fellow language teacher educators. For Felipe, this situation has resulted in a lack of awareness and knowledge about his fellow teacher educators are doing in the program. In his narratives, he also acknowledged not taking active measures to compensate for this problem.

Likewise, Patricia and Norma's stories showed the impact of this lack of collaboration as experienced and novice language teacher educators. Patricia recalled working on her own when she first joined the program. As a novice language teacher educator, Patricia did not receive any help from the program leadership or her colleagues during her first years. Instead, she resorted to relying on her agency to succeed in her teaching responsibilities, researching and learning about the topics of the courses she would teach. Patricia affirmed that despite this challenge, she felt satisfied with her performance in her role as a novice language teacher educator.

Patricia's story was repeated when she came back to Chile from her graduate studies in the United States. She was given courses that were not in her area of specialization, and had to invest additional time in learning about topics she did not manage well:

> Cuando llegué me dieron 5 asignaturas, las que nadie tomó me la dieron a mí. Entonces para mí fue un shock, porque venía de hacer un doctorado. Entonces a lo mejor pensaron que como tenía un doctorado sabía de todo, pero no. Yo estaba muy frustrada, fue muy difícil. Entonces hablé con la directora de la carrera, y le pedí que si me dejaban esa especialización que era lo que yo manejaba, en realidad, porque lo otro era estudiar mucho. Había días que yo no dormía tratando de planificar evaluaciones, además no que yo no tenía material. La mayoría del tiempo no tenía nada. (Patricia, 1)
>
> When I arrived, they gave me five courses, the courses that nobody wanted. So for me it was a shock because I was coming back from my doctoral studies. So maybe they thought that since I had a Ph.D., I was expected to know everything, but I didn't. I was very frustrated. It was tough. So I talked to the director of the program and asked her to let me work in my area of specialization, which is what I knew because the rest would imply studying more. There were days that I wouldn't sleep trying to plan assessments. Besides, most of the times I had no material Translation, Patricia, 1)

In this aspect, Patricia did not feel supported by the program administrators or other colleagues. Patricia theorized that this lack of support might have been due to her doctoral degree. She perceived she was expected to manage most of the linguistic topics taught in the program. However, she did not confirm whether this was the real reason for the poor collaborative working environment among the language teacher educators.

Like Patricia, Norma struggled in her role as a novice language teacher educator. In her stories, Norma revealed a limited knowledge of higher education, as she had joined the program as a former K-12 teacher and administrator. She recalled learning the dynamics of the university and the language teacher education program on her own. Norma also remembered not interacting with other educators except for Mrs. Montt. However, her interaction with the community of the language teacher education program and her feeling of isolation slightly shifted as she became the coordinator of the professional practicums. Norma worked along with the supervisors to help improve the student-teachers' performances at schools. She created a team of supervisors who met monthly to talk about their roles, the relationship between the schools and the program, and problems that affected the student-teachers.

Conversely, Carmen engaged in collaborative work with her colleagues as soon as she joined the program. During her first years in her role as a language teacher educator, Carmen received mentorship and training from Mr. Cid, the director of the program, who advised her on what it means to teach discipline-related subjects and on expectations about academic performance. As she grew in her role as a language teacher educator, Carmen continued to look for help from her colleagues and from other educators. In this context, Carmen relied on Ms. Ann, a visiting Fulbright scholar in the language teacher education program, who had a significant influence on the development of Carmen's professional identity. Ms. Ann and Carmen worked together on various projects, such as the redesign of the university's bilingual program curriculum, where Carmen learned about curriculum development. Ms. Ann also nominated Carmen for the position as an English language instructor in China. Carmen regarded Ms. Ann as a mentor and contacted her whenever she needed professional or academic advice.

Carmen evidenced this mentorship and her experience in China in the artifacts provided for this study. For example, Carmen's curriculum vitae ends with a brief statement that highlights her experience in China, and her collaboration with Ms. Ann. She also attached to her curriculum vitae a standard letter of recommendation written and signed by Ms. Ann. Carmen is the only study participant to clearly show the influence of a colleague.

The approach to collaboration taken by the participants varied when it came to working on projects other than the preparation of teachers. Felipe, Montblanc, and Patricia worked together in the creation of instructional materials to teach English. Felipe contributed as a writer, Montblanc as a photographer, and Patricia as a specialist in language teaching methodology. Other participants, such as Cecilia and Carmen, collaborated in other types of projects that accentuated their identities as female educators, for example women and empowerment in poetry. These projects usually reflected their personal interests or identities.

This type of partnership impacted the professional identities of the participants. Montblanc expressed that these collaborations mediated his professional identity in terms of educational innovation in higher education. By inviting other educators to contribute with their skills or areas of specialization, Montblanc developed as a designer of instructional material, strengthening this professional aspect of his identity. He applied his knowledge in images and education—as described in the previous chapter—to creating material for educational and language learning purposes.

The participants recognized that the students were fellow members of the community of the teacher education program. Montblanc, Felipe, and Cecilia had strong opinions about the students and how they influenced their pedagogies. Millennials were identified as one of their current professional challenges as educators:

> Los millennials son muy diferente a tu generación, mi generación y a la de profesores con más edad, en el sentido de que quieren resultados, gratificaciones, éxito inmediato, estar muy activos con la tecnología. Ese es el tipo de persona con las cuales nosotros trabajamos, a quienes formamos como futuros profesionales. Creo que el gran desafío es entender sus códigos de comunicación, su manera de manejarse con la tecnología y buscar la manera más efectiva de integrar eso a la docencia. (Montblanc, 4)
>
> Millennials are very different compared to your generation, my generation, and older generations, in the sense that they want results, rewards, immediate success, and want to be up-to-date with technology. That is the type of person who we work with and are preparing as future teachers. I think the biggest challenge is to understand their communication codes and the way they manage technology to find the most effective way to integrate all these characteristics into our teaching. (Translation, Montblanc, 4)

The excerpt above describes a common pedagogical challenge for some of the participants. They also expressed concern about millennial future teachers and their impact on education.

Carmen and Norma considered the students' critical thinking skills in their pedagogies. Carmen was very critical of her students, emphasizing a need for them to develop these skills:

> Los alumnos no piensan, no saben analizar, no relacionan. El otro día les pedía que dieran un ejemplo personal sobre un artículo que vimos en la clase de metodología con alguna experiencia en sus prácticas o acá en la universidad y ¡no sabían cómo hacerlo! ¡No fueron capaces de hacerlo! Está la flojera de pensar, quiero pensar que es flojera. Que no piensan por flojera. Ojalá volviera un curso de antes que era de pensamiento crítico. (Carmen, 3)

> Students don't think, don't know how to analyze, they don't make relations. The other day I asked them to share a personal example about an article that we read in the methods class that included any experience from their practicums or at the university, and they didn't know how to do it! They weren't able to do it! Their thinking is lazy. I want to think it is laziness. That they don't think because of laziness. I wish the program would bring back an old course on critical thinking. (Translation, Carmen, 3)

Throughout the interviews, Carmen brought up this criticism of university students several times. Her teaching included several activities which were targeted at the development of critical thinking skills. Her interest in this topic was also found in her curriculum vitae and a letter of presentation that she attached to her curriculum. She listed a course she had taken on critical thinking, and made this interest explicit in her teaching statement.

In summary, this section addressed the community of the language teacher education program. This community was understood as comprising the existing relationships among the language teacher educators, those between the language teacher educators and the education specialists, and those between the language teacher educators and their students. Regarding the relationships among teacher educators, the participants' stories depicted a dual reality. Some stories described a lack of collaboration and communication among language teacher educators, and between them and the education specialists. Others presented a different reality in which collaboration with fellow language teacher educators was critical in strengthening the professional skills and their roles as language teacher educators. Concerning their relationship with students, the participants referred to generational features as the main traits that influenced their pedagogies.

Regulations and Administration in the Preparation of Teachers

In addition to revealing the make-up of the community of the language teacher education program, the stories of the participants revealed other aspects of the teacher education program. The participants underscored the relevance of regulative and administrative factors in their positions and pedagogies. These factors were the curriculum of the program, course syllabi, and role responsibilities.

The curriculum of the language teacher education program provided the guidelines that teacher educators needed to follow in the preparation of teachers. This document included the rationale for the program, goals, and description of the graduated student profile. Chapter four includes a description of the courses, areas of development, and other aspects of the curriculum. In the conversations, the participants stated that the program followed a long tradition of linguistics (as the disciplinary knowledge, e.g., phonetics) and pedagogical disciplinary knowledge (theories of language learning and how to teach and assess the language). Cecilia, who had been a language teacher educator in three different language teacher education programs, accounted for this characteristic of the teacher education program:

> Es súper fuerte en la parte disciplinar, fuertísima. En comparación con los alumnos que he tenido en otras universidades, es mucho vocabulario… el desarrollo de los alumnos que comienzan en segundo año es gigante, principalmente en la parte de pronunciación. (Cecilia,1)
>
> It is very strong in the discipline area, extremely. Comparing my students with the ones who I've taught in other universities, there is a lot of vocabulary… the students' growth in the second year is enormous, especially in the area of pronunciation. (Translation Carmen, 1)

For Cecilia, the language teacher education program accentuated a focus on subject matter and pedagogical subject matter knowledge rather than having an educational orientation. Analysis of the curriculum confirmed this linguistic emphasis, and even though the program included pedagogy, research, and practicums, less attention was focused on those areas. The following excerpt from the program description exemplifies this emphasis:

> Formar profesionales en el área de la educación con sólidos conocimientos lingüísticos y entrenamiento pedagógico capaz de adaptarse y trabajar proactivamente en los diferentes niveles educacionales: pre-escolar – básica y media con un amplio conocimiento de la enseñanza de lenguas extranjeras y de las ciencias de la educación. (Programa Formación, p. 5)
>
> Prepare professionals in the area of education who have strong linguistic knowledge and pedagogical training, can adapt and proactively work in different educational levels: Pre-K, elementary and high school, and have vast knowledge of foreign language teaching and educational sciences. (Translation Programa Formación, p. 5)

It is necessary to mention that the participants did not recognize or address the pedagogical training or non-linguistic aspects of the curriculum in their narratives.

Additionally, the narratives of the participants described the mediating role of the course syllabi in their instruction. The syllabi of the courses were pre-determined documents that delineated the course objectives, expected learning outcomes, content, and assessment, among other components. These guided the way participants should perform in each course. Montblanc explained that each syllabus was agreed upon with teacher educator experts, and it was improbable that it would be modified. Carmen seconded Montblanc's idea of having few opportunities to make changes to the syllabi.

Felipe and Norma had a different view of working with the syllabi. Taking a reflective approach, Felipe acknowledged having made changes to the syllabi in order to adapt them to the needs of the students. Norma also took ownership of the syllabi as a practicum coordinator. She modified the syllabi of the courses or seminars related to teaching practicums. Her adaptations were based on her personal and professional experiences as a K-12 teacher and administrator, as a former practicum supervisor, and in consultations with external experts on teaching practicums. In contrast to most of the participants, however, Norma was granted autonomy to make these changes due to the nature of her role.

The last factor described by the participants was related to their responsibilities at the university. Their responsibilities in the roles as language teacher educators were comprised of more than just teaching in the program. They held other positions, such as those of practicum coordinator, director of international affairs, or coordinator of programs, among others (see pages 64-68 of this dissertation for a description of their roles). These roles came with specific responsibilities that could influence their practices and professional identities. For example, Norma's role as a language teacher educator and her pedagogies were influenced by her former experiences as a supervisor and K-12 teacher. In this case, Norma developed her professional identity as a language teacher educator at the same time she specialized in the area of practicums.

Carmen had to prioritize her responsibilities in order to fulfill her role as the school's new general coordinator of teaching practicums. She combined her teaching responsibilities with her responsibilities as a general coordinator, especially relying on her experience as a practicum supervisor. She expressed that this position was demanding and cumbersome and that it had affected her personal life. Carmen used personal time to do her work and meet the

responsibilities of the new position. However, her teaching was not affected by this new role. Carmen admitted having grown personally and professionally as a coordinator and educator.

Patricia's case is somewhat different from those of the rest of the participants. Her role gradually transitioned from being a teacher educator to becoming an administrator. Unlike Carmen, Patricia struggled to maintain a balance between her various positions, resulting in them having a negative impact on her teaching responsibilities. For example, Patricia had to cancel some observations for this study as she would not be able to teach. She would suddenly be asked to take trips or participate in meetings. Other times, she had to leave in the middle of her lessons to attend meetings or take care of urgent matters. The following excerpt portrays this conflict in one of her lessons:

> We're going to have classes until 9:15 because *el rector* [university president]… He called me for a meeting at 9:30, right? So, until 9 I'm going to be working with you; I'm going to be checking at least the three steps of the plan ready, plus a draft of what you plan to do on your development, right? You can continue working on your own in the second hour. Tomorrow we're going to continue. Remember that I'm going to be using Mr. Arias's class, and at the same time, I'm going to give you the feedback on the exam. (Carmen, class 1)

This excerpt illustrates how her instruction was affected by her new responsibilities and the actions she took to compensate for these issues. Her narration exemplifies collaboration between other members of the community of the language teacher education program and herself. For instance, Patricia resorted to asking her colleagues to make up for the time she was not able to be with the students. On other occasions, she asked her colleagues to take over her lessons so the students would not be affected by her absence.

Finally, the participants complained about administrative and budgetary decisions imposed upon them by the deanship. They disagreed with a plan that involved having students from the language teacher education program and those from the translation program, who had to take the same language course, take it together. The participants stated that this decision impacted their teaching and hindered some professional aspects of their instruction. They felt restricted from addressing topics that were specific or pertinent to only one of the two groups of students:

> Es que yo encuentro que es un gravísimo error que nosotros tengamos primer y segundo año lenguaje, compartido con traductores, porque desde mi perspectiva, se pierden 2 años de formación de profesores. Los niños nuestros deberían desde el primer día saber que van a ser profesores y todo lo que tú hagas en la sala tiene que ser con un aspecto pedagógico. Entonces, me pidieron hacer en algún minuto, compartido fonética. Tenía los traductores, y para mí fue frustrante tener que morderme la lengua, porque yo quería decir cosas que podían ser pedagógicas, pero para los traductores siempre se transforma en un insulto 'que yo no hacía, que yo siempre los dejaba de lado.' Entonces siempre he peleado, porque tenemos que separarnos, porque yo siento que son 2 años perdidos. No de la lengua, pero sí de lo pedagógico. (Patricia, 1)
>
> I think it is a serious mistake that we have the first two years of English language courses shared with the translation students because, from my perspective, we are wasting two years of teacher preparation. Our students should know from day one that they will become teachers, and everything that you do in the classroom has a pedagogical purpose. Once I was asked to teach shared phonetics last minute. I had the translators, and for me, it was frustrating to have to bite my tongue because I wanted to say things that could be

> pedagogical, but for the translators that would be an insult 'that I didn't do this, that I always left them aside.' I've always argued against this because we need to be separated as I feel it's 2 years wasted. Not in terms of language, but of the discipline. (Translation, Patricia, 1)

In the excerpt above, Patricia shared her experience teaching a shared course and the implications for her role. She had to monitor herself and restrain aspects of her instruction to avoid conflicts with her students.

In summary, this section illustrated the curriculum of the language teacher education program, course syllabi, and the responsibilities of administrative positions as factors mediating the professional identities of the participants. In the case of the curriculum, analysis of the program showed that even though the curriculum included specialization in educational matters, there was a strong tendency towards the development of linguistics and language teaching pedagogy. The participants also alluded to their use of different approaches to modifying the course syllabi. Lastly, they also told about their administrative roles and how these affected their instruction and professional identities.

Discussion

The purpose of the chapter was to illustrate how the language teacher education program, as the professional context, influenced and mediated the participants' professional identities. Through the lenses of professional identity and agency, the narratives shed light on the influence of the language teacher education program in their roles as language teacher educators. In particular, the findings suggested that the community of the language teacher education program and administrative factors impacted the language teacher educators, significantly. As it has been the trend earlier in this chapter and in chapter five, the term language teacher educator is used to

describe their roles within the program, but does not necessarily imply that they meet the conceptualization used in the teacher education literature.

Community: Opportunities and challenges. The findings from this chapter suggest that the community of the language teacher education program had a significant impact on the development of the participants' professional identities.

The narratives of the participants evidenced a lack of collaboration and communication with the education specialists. Although the stories and narratives did not include reasons that would justify this reality, it can be argued that the linguistic tradition of the program influenced the participants. The curriculum of the program, introduced in chapter four, showed a heavy tendency on courses which develop disciplinary and disciplinary pedagogical knowledge. This curricular factor may lead to hypothesize that there is little need for language teacher educators to work with educational specialists due to the focus of each course. In this scenario, this finding might also suggest that the participants developed their professional identities mostly as language specialists and with little interaction with the other group of teacher educators, questioning if the participants were true language teacher educators. Further, this finding appears to be in alignment with the participants' teaching philosophies discussed in the previous chapter.

The lack of collaboration between the two groups of educators shed light on how this language teacher education program works. Abrahams and Farías (2010) found a lack of communication and collaboration between language teacher educators and education specialists in six language teacher education programs in Chile. The current study suggests a similar outcome. This finding is critical, as the current call for language teacher education programs seeks to incorporate critical and pedagogical approaches in the preparation of teachers (Peercy et al., 2017), and to distance instruction from a focus on mere language development

(Kumaravadivelu, 2012). Therefore, collaboration between the two groups is pivotal to overcoming educational and societal challenges and to preparing future language teachers to be successful agents of change.

Furthermore, the structure of the language teacher education program could also explain the lack of collaboration among the participants. The participants, as seen in chapter four, are required to teach a certain number of hours, and are also expected but not required to fulfill other duties, which implies that the participants have to do them regardless. Likewise, the amount of work and different schedules can be part of this explanation. The participants have to spend time preparing their lessons as well as grading assignments. What is more, if part-time faculty members of the program had participated in this study, the lack of collaboration might have been even more stressed as they are hired to mostly teach.

In terms of collaboration among the participants, the study revealed affordances and constraints in the development of their professional identities. Some showed that they did not receive support in their roles as novice language teacher educators. As a consequence, they created isolating and independent working styles, while others resorted to different means or people to surmount this situation. In this context, the lack of support became an affordance for the participants to enact their agency and develop their professional identities.

Some of the participants reported that they took the positions as learners as novice teacher educators. Patricia was a learner when it came to exploring new topics for her classes, while Norma when she had to learn the dynamics of higher education. Norma negotiated her professional identity to participate in the context of higher education. She went from being a language teacher educator to becoming a learner, and from being a learner to becoming a

language teacher educator. It can be argued that Norma's story showed that she relied on her agency to meet the demands of her position, and consequently to grow professionally.

In the two cases described above, the leadership of the language teacher education program should have taken measures to unite both areas. Good leadership in SLTE has a direct effect on the quality of a language teacher education program at all levels, from the curriculum to the educators and their students (Coombe, McCloskey, Stephenson, & Anderson, 2008). Unfortunately, the leadership of the program withdrew from the study in the early phases. Their information would have helped clarify this problematic.

Contrary to the Carmen and Norma, some of the other participants did feel supported by the community of the language teacher education program. For example, Carmen felt she had the support of this community from the first moment she joined the institution. Norma, on the other hand, started working in the program with a lack of college support. However, this situation evolved over time. Norma developed her professional identity as part of the practicum supervising team. She learned from her experience as a supervisor and as a K-12 language teacher and administrator. Norma's case exemplified identity formation in practice. She developed and constructed her professional identity based on context and social interactions.

Additionally, positive collaboration among the language teacher educators was the result of inner motivations and personal identities. For example, Felipe supported Montblanc's projects with his writing skills. Recalling Felipe's dream of becoming a writer in the first chapter, it appears that Felipe partially accomplished his personal goal. This finding suggests that professional context can mediate the personal identities of the participants while at the same time they maintain their identities as language teacher educators. Felipe's case shows that he

reconstructed his professional identity as a language teacher educator to include his identity as a writer in his pedagogies and professional setting.

Montblanc's case also illustrated a combination of personal interests and identities in practice. Montblanc's interest in photography permeated his pedagogies and his various roles at the school and university. Even more, his professional identity was reconstructed to include his identity as a photographer, with the support of his fellow teacher educators

Lastly, the students, as members of the community of the language teacher education program, also mediated the participants' professional identities. Some participants negotiated their identities based on the students' generational and psychological characteristics. The results from this study complement those found by Díaz and Solis (2011), who emphasized the mediation of the students' contexts in their instruction and their professional traits.

In summary, this subsection has discussed the community of the language teacher education program and its mediation in the development, (re)construction, or (re)renegotiation of the participants' professional identities. Their experiences showed challenges in terms of collaboration among the participants and with education specialists. These challenges became affordances for the participants to enact their agency. The study also revealed the incorporation of personal identities or interests as part of the formation of their professional identity. Finally, the participants recognized the students as mediators of their practice and self.

Regulative and administrative factors. The narratives of the participants also revealed the mediation of regulative and administrative factors in their pedagogies and professional identities.

From a sociocultural standpoint, the most significant factor described by the participants was the curriculum of the language teacher education program. The curriculum delineated what

they were expected to do and the type of teacher they needed to prepare. The curriculum also contained the courses and the focus of the knowledge they needed to develop in the students as shown in chapter four. The findings showed that there was a strong emphasis on the disciplinary and pedagogical disciplinary knowledge. As seen in the previous chapter, this characteristic was demonstrated in the participants' teaching philosophies. Therefore, since the majority of the participants have only worked in this teacher education program, it can be argued that the curriculum has been a tool mediating what they do and how they think about the preparation of teachers.

This finding also supports research on Chilean ELT (British Council, 2012; Barahona, 2016) which suggests that most language teacher education programs have a strong focus on the disciplinary knowledge (language, grammar, phonetics, linguistics) and pedagogical disciplinary knowledge (language teaching methods, didactics, and language assessment). Language teacher education programs place less emphasis on educational components (history, sociology, psychology, philosophy) in the curriculum. This finding seems to reflect the participants' teaching philosophies, their rationales for becoming language teachers presented in the previous chapter, and the courses from the curriculum of the program.

The stories of the participants also revealed a reconstruction of their professional identities as they took on different roles at the school and university. Carmen and Norma's professional identities developed into a type of administrator language teacher educator. Carmen's teacher identity informed her administrative duties, and her experience as an administrator informed her new professional identity. Norma transferred her previous K-12 experiences into the new role. In both cases, it can be argued that the identities were developed in practice. In other words, Carmen and Norma became practicum specialists through their

practice and in interaction with other teacher educators as they evolved and learned about their role.

It is important to mention that even though some of the participants revealed that their new roles had increased their workload, most decided to remain in the language teacher education program. This finding may be interpreted as a signal that the participants did like the role of being teacher educators over their other roles.

The regulations within the language teacher education program seemed to have constrained the participants' agency. Some, such as Carmen or Montblanc, acknowledged a limitation in their ability to contribute to the syllabi of the courses due to the restrictions from the leadership of the language teacher education program. Montblanc and Carmen's restrictions can be seen as constrained agency (Mills & Gale, 2007). The participants were not able to enact their practices and their ideologies in language teaching through the syllabi.

The findings also revealed that the participants were not pleased with some decisions made by the directorship of the language teacher education program and the deanship of the school. Some disagreed with teaching courses that included students from both the translation and the language teaching programs. They affirmed that this decision impacted their performance negatively, as they had to monitor themselves when conveying messages to the students. Even though their dissatisfaction seems to be an acceptable reason for their frustration, this restriction can be seen as an opportunity to grow their awareness of personal, social and emotional aspects of the students, which in turn, would facilitate the learning and preparation of the students as future language teachers. This issue also brings back the concept of *conscientização* and how the participants could put it into practice in their instruction or as a component that mediates their professional identities and pedagogies.

Summary of the Chapter

The purpose of this chapter was to describe the mediating role of the language teacher education program, as the professional context, in the development, (re)construction, and (re)negotiation of the participants' professional identities and how it informed their pedagogies. This chapter addressed the community of the language teacher education program and administrative factors. The stories of the participants showed their various positionalities and agentic attitudes, as well as the different ways in which their professional identities evolved in the professional context.

CHAPTER VII

Language Teacher Educators' Agency

The previous chapters provided an initial approximation of the participants' professional identities. The findings depicted the mediation of their trajectories, personal and professional experiences, teaching philosophies, and professional contexts. In addition to these experiences, their stories have also elicited agentive decisions about their professional roles and pedagogies. Thus, the goal in this chapter is to continue expanding on their professional identities by examining the participants' agency.

Relying on the literature that stresses the importance of agency in the development of teacher identities (Kayi-Aydar, 2017; Ruohotie-Lyhty & Moate, 2016; Trent, 2013; Varghese et al., 2005), the purpose of this chapter is to explore the participants' agency as a mediator of their professional identities and pedagogies. Examining agency in the development of professional identities is essential, as agentic decisions can expand or limit the possibilities for identity formation or reconstruction (Kayi-Aydar, 2017), at the same time, agency can inform decisions based on the subjects' experiences (Ruohotie-Lyhty & Moate, 2016).

The analysis of the narratives presented in this chapter has been performed in light of Ahearn's (2001) conceptualization of agency as "the socioculturally mediated capacity to act" (p. 112). As has been the trend in this dissertation, the findings are presented in story-telling format. The chapter ends with a discussion of the findings.

Before presenting the findings and discussion, it is necessary to reemphasize and clarify the way the term language teacher educator has been used in the chapters that present of the findings of this study. This term language teacher educator refers to the role of the participants in the program, but does not mean they are indeed language teacher educators. The reasons

provided at the moment have to do with being language specialists or experts as reflected by their pedagogies, and the fact that some students in the program have not enrolled to become teachers, but rather learn the language.

Language Teacher Educators' Agency

As the paragraphs will illustrate in this chapter, the participants acted upon their instruction or responsibilities in order to overcome problems, or in response to the sociocultural conditions of their professional context. The following stories show the participants' sense of agency was enacted in their professional contexts. The stories also describe the mediating factors of their agency and how they impacted the participants' professional identities and pedagogies.

Carmen's agency.

> Para mí todavía sigue siendo muy importante lograr cosas para que ellos [padres] se sientan orgullosos. (Carmen, 3)
>
> For me it is still important that I continue achieving things, so they [parents] feel proud of me. (Translation, Carmen, 3)

With this quote, Carmen referred to her parents as one of her biggest motivations to be a successful teacher. Right after she decided to become a language teacher, Carmen self-prepared for college and looked for a program that would help her develop and improve her English language skills. She wanted to prove to her parents that she was capable of succeeding in a different field. Carmen felt that she did well and hoped to achieve other professional goals throughout her career.

Within her professional context, Carmen regularly looked for professional development opportunities. She enrolled in a master's program, took some online courses on critical thinking, and earned some post-degree certificates. Carmen's decision to pursue these studies was not due

to her interest in the topics. Rather, Carmen showed her agency by responding to the professional development asked of teacher educators in higher education. Carmen was aware that Chilean teacher education programs were looking to recruit professionals who had graduate degrees and who had participated in courses related to their field. She enacted her agency to remain in her role as a language teacher educator and not leave the higher education system.

Another type of professional development pursued by Carmen was participating in conferences. She liked to be informed and updated with the new trends in SLTE and TESOL. Carmen also used these meetings to share her work on the preparation of language teachers. She was one of the few participants in the language teacher education program to have presented at SLTE or TESOL conferences,

> algo que me hace sentir muy orgullosa, porque si te das cuenta, son pocos los que han presentado o han publicado, aunque sea un artículo como yo. Eso me sigue dando ganas para motivarme a hacer otras cosas, aunque termine destrozada al final del día. Además, eso te permite tener otro tipo de reconocimiento en la facultad (Carmen, 3).
>
> [presenting at conferences] makes me really proud because, if you notice, only a few of us have presented or published, even if it is only one article like me. This pushes me to stay motivated and do other things, even if I end up exhausted at the end of the day. Plus, I get a different type of recognition in the school. (Translation, Carmen, 3)

Carmen's words recreate what academia is currently recommending teacher educators to do in Chile, i.e., publishing and participating in conferences. Her decisions were also based on her desire to receive recognition from the leadership of the school and from the language teacher education program.

Carmen's goal of growing as a professional can be seen in her interest in pursuing a doctoral degree. For two years, Carmen had been investigating potential doctoral programs so she could have better job opportunities in the future. In this endeavor, she sought help from her mentor, Ms. Ann, and her colleague, Patricia. For instance, Carmen asked Patricia if she could work as her research assistant in a project with pre-service teachers. Carmen acknowledged that this research experience was a rewarding opportunity, as she learned about educational research and developed some research skills.

Her desire to grow professionally led her to apply for the position of general practicum coordinator. The financial benefits and recognition that she would obtain from this position were the primary motivating factors in her decision. Despite the challenges described in the previous chapter about this role, Carmen found ways to improve her administrative skills. She established a connection with practicum supervisors and developed a better communication system with the directors of the teaching programs.

In summary, Carmen's agency was shaped by her parents, professional development opportunities, and professional recognition. Her decisions were bound in the contexts and requirements of language educators in teacher education programs and academia in general.

Cecilia's agency. Cecilia decided to start her career outside of the K-12 education system as soon as she graduated as a teacher. Her frustrating experience during her professional practicum along with her shy personality were enough reasons for her first teaching job to be at a language center. As a way to deal proactively with her diffidence about being a language teacher, Cecilia decided to enroll in a translation studies program. She wanted to use this time to learn and think about other professional options. She successfully finished the translation program. However, she continued to work as a language instructor and later evolved in her role as a

language teacher educator, reconstructing and renegotiating her professional identities as she transitioned in her roles. In these situations, it is possible to see how Cecilia exerted her agency in response to her K-12 experience and in her search for the best career path for her, one in which she would feel comfortable working.

On a different note, Cecilia made job-related decisions in language teacher education based on financial reasons rather than an implicit rationale to grow professionally. For instance, she once transitioned from her job at Northern University to a job at a different institution that would pay her more. This and other decisions, however, had positive effects on developing her role as a language teacher educator. The first chapter described Cecilia's self-realization of her identity as a language teacher educator while working at a position motivated by financial reasons. Cecilia had transitioned to this university because the universities where she had her previous two jobs had financial issues in addition to not paying her enough for her work. This finance-related decision resulted in a tremendous opportunity for self-discovery and acknowledgment of herself as a language teacher educator.

Another example of a positive outcome was Cecilia's pursuit of her first graduate degree. Cecilia enrolled in her first master's program when the private university at which she was employed offered her a 90% discount off her tuition, an opportunity, she said, she could not decline. However, while enrolled in this program, Cecilia came to realize there were aspects of her field that she either did not know enough about or for which she was underprepared. Cecilia felt she was at a disadvantage compared to the other participants. Even more, Cecilia was honest in explaining that she knew little about education when she started working in the program. This episode in Cecilia's life can also be seen as an example of the linguistic emphasis of her teaching philosophy and the mediation of her preparation as a language teacher.

In a different episode regarding graduate studies, Cecilia decided to pursue a second master's degree. On this occasion, she was driven not by a desire for professional growth, but by a desire to live abroad and learn about another country's culture. Thanks to a scholarship provided by the Chilean government, Cecilia was able to study in the United Kingdom, which she recognized as an experience of self-knowledge. Through her narratives, it was also possible to observe that Cecilia had developed an urge to make changes in the educational system upon her return. Cecilia recalled,

> Lo que siempre colocaban los profesores cuando yo escribía los ensayos, que yo tenía unas ansias muy grandes de cambiar la educación en Chile. Eso siempre destacaban, y yo diría que era un poco lo que sentía en ese momento, hasta que volví a Chile y ahí fue como que en realidad todo lo que uno se imagina que puede hacer, como que no se puede realizar. (Cecilia, 1).
>
> When I wrote essays, my professors would always tell me that I had a big urge to change education in Chile. They always emphasized that. And I'd say that's what I was thinking at that moment too until I came back to Chile. That's when I realized that you can't do everything you should. (Translation, Cecilia, 1)

Cecilia's eagerness to make changes diminished as her proposals or ideas were not appreciated at Northern University. As described in the previous chapter, she felt she was not being heard by the leadership or by her colleagues in the language teacher education program, nor were they open to new ideas. In this case, Cecilia's agency to make changes seems to have been constrained by the people in the language teacher education program, especially those in administration and those who liked to work in isolation. Cecilia reported she felt disappointed and discouraged by not being able to contribute with her knowledge and expertise, so she

decided to step back and take an indifferent attitude to the needs of the language teacher education program. As a consequence, Cecilia decided to shift her possibilities to enact her agency to working on herself.

In summary, Cecilia's agency was mediated by financial and personal factors. The enactment of her agency, however, showed positive outcomes in her role as a language teacher educator. Cecilia's case is also an example of constrained agency imposed by the leadership of the teacher education program.

Felipe's agency. Felipe, like most of the participants in this study, was aware that his undergraduate preparation to become a language teacher had been strong in the discipline and less focused on educational matters. Unlike Cecilia, Felipe was aware of this educational shortcoming and decided to enroll in a master's program in higher education to overcome this weakness. In this program, he learned about the dynamics of the university as well as methodological techniques to better teach college students. Felipe recalled that enrolling in this master's program helped him grow professionally, and maintain his position in higher education. Felipe was conscious of the benefits that his program would bring to him. He was also concerned about the way he would be perceived by other members of the School of Education and Humanities if he did not develop professionally. This example illustrated how he decided to exert his agency to surmount his educational deficiency and strengthen his role as a language instructor. Thanks to his decision, Felipe was invited to be part of the language teacher education program.

As a member of the language teacher education program, Felipe expressed feeling at ease in his role as a teacher educator. He took advantage of any opportunity he encountered to improve himself as a professional. When Felipe was offered the possibility of teaching in the

language teacher education program, he agreed to do so with a self-commitment of doing it right, just as he did when he was a language instructor in the bilingual program. Felipe wanted to perform well so he would be considered for future courses in the teacher education program. His assessment of his performance in the language teacher education program led him to reflect upon his practice regularly. Felipe questioned, compared, and reassessed his instruction from year to year.

The reflective practice illustrated in the paragraph above can also be related to his experience working as an elementary school teacher—a situation described in the first chapter. Since then, Felipe decided to accommodate his teaching and content to make his instruction meaningful for his students in the program. For example, in one of the classes observed, Felipe asked his freshman students to think of a topic that they would like to write about. He suggested topics, such as their favorite teacher at school or the type of teacher they would like to become. Felipe shared that the rationale for suggesting these topics was to help them reflect on their future role in education. He also let the students choose their own topics. This and the previous example highlight Felipe's agency in developing the reflective component of his professional identity. Felipe's decisions were based on his past experiences as a K-12 teacher as well as in response to the needs of his students.

In summary, Felipe's agency was mediated by his preparation as a teacher, the professional context, and his experiences in the K-12 system. With his decisions, Felipe sought to grow professionally as a language teacher educator.

Montblanc's agency. Photography was Montblanc's personal and educational interest. As illustrated in the previous chapters, Montblanc designed various textbooks to teach EFL based on photography and the local culture. He reached out to other language teacher educators

in the program to collaborate in these initiatives together. Montblanc pursued these projects driven not only by his self-motivation and passion for the topic, but also by expectations from the leadership of the language teacher education program. The program needed at least one faculty member who contributed with instructional material to the educational system, and they relied on Montblanc's skills and expertise to achieve this goal. In order to publish these textbooks, Montblanc received funding from governmental and educational institutions. As a side effect of this process, he developed expertise as a grant writer. He was the only participant in the language teacher education program who had been awarded publication grants for instructional materials. This description of one of Montblanc's roles in the language teacher education program illustrated the enactment of his agency as a designer of instructional material.

Montblanc's agency also played a role in advancing his and other participants' professional development. Aware of the professional need to be updated on current trends in SLTE, Montblanc wrote proposals for professional development grants offered by the university. As a result, he was able to travel to American and British universities. Montblanc's last grant proposal made it possible for him and other participants to visit an American institution. He wrote the proposal not only to advance his own and his fellow colleagues' professional development, but also to improve the perception of the language teacher education program through the accreditation process.

In like manner, Montblanc expanded his professional identity in external academic and professional contexts. He became a member of professional organizations related to higher education and foreign languages in Chile. For example, he became a member of the National Society of Language Educators in Chile as a way to be connected with other professionals who worked in other language teacher education programs in the country; he was elected executive

secretary and later president of the organization. Montblanc recognized that due to the geographical isolation of the university, the participants did not have many opportunities to participate in conferences on EFL teaching in Chile. As a board member, Montblanc expected to be informed of the current trends in the preparation of teachers in the country, and improve his role as a language teacher educator. In this context, Montblanc was mediated by contextual factors of the teacher education program and his role as a teacher educator.

In summary, Montblanc's agency responded to institutional requirements and opportunities affecting him and other educators. He enacted his agency to benefit him professionally, and the language teacher education program.

Norma's agency. Norma's agency played a pivotal role in the development and construction of her professional identity from the moment she first entered the language teacher education program. The first chapter described Norma's pathway to becoming a language teacher educator and how she had to search for ways to learn about the program. Her narratives exemplified how she enacted her agency by independently searching for resources that would allow her to participate more actively in the program and the school.

Norma is the only participant in the program who did not hold a graduate degree. As described in the first chapter, Norma acknowledged she knew the importance of having a graduate degree to work in higher education when she first considered to apply for a job at the program. However, despite being aware of this, she made the decision not to enroll in a master's program for two main reasons: location and family. Norma said she would like to pursue a master's degree at a university other than Northern University. This would require moving to another city as she was not fond of the master's programs offered in the city.

A possible relocation involved financial costs that she would not be able to afford. Norma used as justification for this decision the fact that both of her children were studying in college—one in Argentina, and the other in Santiago, capital of the country. Although Norma knew government scholarships were available to study in other cities, she was reluctant to apply for any of them as the scholarships banned the awardees from working entirely. She related that this situation would be a problem for her as she needed to support her children financially. Norma expressed feeling self-restricted despite her desire to study.

Norma also considered government scholarships to study abroad. However, she did not want to leave her family due to her strong connection with them. She said she had already suffered when her children left home for college, and she would suffer even more if she were to study in a different country.

Despite her interest in obtaining a master's degree and acknowledging its importance to advance in higher education, Norma decided to take a different professional route. At the time of the last interview, Norma related that she had left the university to pursue a new educational endeavor. After eight years in the language teacher education program, motivated by the desire to gain greater financial stability, she decided to apply for a position at a governmental education agency. In this new job, she would oversee the compliance of government mandates and policies by public and subsidized schools.

When asked the reason for this decision, Norma said that she needed to do something new. She did not want to go back to teaching in the K-12 system. Instead, she wanted to use her expertise in education at a macro level. One day she learned about this government position from a former colleague in the language teacher education program and decided to apply for it. With this decision, Norma took a professional turn in her agency and decided to contribute to

education at the macro level from a different standpoint. Norma was the only participant who was not part of the language teacher education program at the time the third round of interviews was conducted.

In summary, Norma's agency was mediated by family and financial stability. She restricted herself from making decisions that would contribute to her professional development. As was the case with Cecilia, Norma self-constrained her agency. She showed how she decided to enact her agency to leave higher education and work in public service.

Patricia's agency. Patricia first exerted her agency when she left the teacher education program for a Fulbright scholarship. As illustrated in the first chapter, Patricia embarked on a career teaching Spanish in the United States as a proactive reaction to the lack of support she received from the language teacher education program. Years later, she again was disappointed in the program and decided to leave the institution to pursue graduate studies in the United States. Patricia made these decisions as a means of gaining recognition in the language teacher education program. She succeeded in her educational endeavors and returned to Northern University, where she worked and felt recognized. Patricia was persistent in growing academically and professionally in order to be part of the university.

As seen in the previous chapter, collaboration among the participants was not a forte of the program. In order to overcome this drawback, Patricia took the initiative to contact three other colleagues who were teaching courses disciplinary and disciplinary pedagogical based courses to 4th-year students and asked them if they would like to work together as a team. She wanted to connect and unify the contents of each course under an agreed-upon academic objective. Patricia came up with this idea as a self-growing professional experience as she was

aware of her weaknesses in terms of the content of some courses, in addition to other difficulties she had experienced in the program.

Patricia's initiative emerged from complaints she heard about the students of the program. She would often hear other colleagues complain about the students not being able to manage specific topics or contents. At the same time, some students would have a different understanding of the content and would disagree with Patricia, causing conflict and confusion between the students and the other teacher educators. These situations made her reflect on the instruction, perspectives, and content emphasized by her colleagues. Patricia's initiative aimed at diminishing any misunderstanding while providing better instruction to her students.

Patricia recalled having received resistance from some the language educators before the implementation of the initiative. However, she relied on her doctoral degree to convince her colleagues to implement it. In the end, Patricia was successful and even felt supported when she was not able to teach due to her administrative duties.

Nonetheless, working collaboratively involved weekly team meetings, in addition to regular meetings and duties. This initiative took additional time from the language teacher educators' schedules and it was sometimes a challenge to reach an agreement. Unfortunately, in the last interview, Patricia reported that this initiative had been discontinued. She had left the classroom to become the director of international affairs of the university and no other educator wanted to take on the leadership of this initiative.

In her new role as a director, Patricia did not explain how she had acted on her agency to meet the requirements of this role and develop her professional identity. She did express, however, how she had relied on her experience as an international student in the United States to relate to her students. In this case, she brought her professional identity as a student to encourage

the students to apply to study abroad and to inform them of the benefits and complications of studying abroad.

In summary, Patricia's agency was mediated by her professional context. She pursued educational endeavors abroad in response to a lack of support from the language teacher education program. She also created a team of other language teacher educators as a reaction to confusing messages from other colleagues and students from the program, and the minimal collaboration among educators.

Summary. This section of the chapter described how agency mediated the participants' professional identities. It also presented select episodes and narratives that exemplified how the participants enacted their agency. In addition, the findings addressed how the participants' agency was socially mediated and how it impacted their professional growth within the language teacher education program.

Discussion

The purpose of this chapter was to explore the participants' agency as a mediator of their professional identities. Drawing on the concept of agency (Ahearn, 2001), four main themes emerged from the findings: mediation from personal contexts (family and financial reasons), meditation from professional contexts (opportunities and community), relational agency (Edwards & D'arcy, 2004), and (self) constrained agency (Mills & Gales, 2007).

Family was as a significant factor impacting the agency of some of the participants. For instance, the examples selected for Carmen showed that parental recognition was critical in her professional decisions. In her case, it can be argued that her agency was prompted by her desire to please her parents over setting a particular professional goal for herself. This finding suggests

that it is critical to understand the importance of family in professional decisions and how their families can affect their professional identities and pedagogies.

Family also impacted Norma's agency in her role as a language teacher educator. Norma was reluctant to pursue graduate studies in other countries because she wanted to stay closer to her children. She made this decision even though she was aware that having a graduate degree was important to advance in her role as a language teacher educator. Thus, family became a constraint for Norma's agency. Norma's case could be described as a type of self-constrained agency. In other words, Norma self-constrained her possibility of growing professionally by not wanting to obtain a graduate degree for personal reasons.

Financial reasons were also mentioned by the participants as playing a role in their decision making. Norma restricted herself from pursuing graduate studies due, in part, to financial reasons. Cecilia pursued a master's degree so she could have a better income working in higher education. This information aligns with some of the findings in the first chapter that revealed the participants' financial motivations to pursue a career in higher education. Nevertheless, although Norma's decisions were not based on consideration of professional growth, the consequences of her actions positively impacted the development of her professional identity, for example, by becoming conscious of her role as an educator or learning about her weaknesses in educational matters. Similarly, Cecilia's case invites reflection on the real motivations of language teacher educators behind their decision to prepare language teachers. Are educators invested and interested in preparing successful teachers, or are they interested in their own financial stability? Or are they both?

Regarding the professional context, the language teacher education program became a mediator of the participants' agency in various ways. Professional growth was expected to be

achieved by the participants in the program. In contrast to Carmen or Cecilia, Felipe and Norma made deliberate decisions to advance and grow professionally. Their professional identities were renegotiated as learners during this process. Felipe sought to ameliorate his weakness in the area of education by obtaining a master's degree in the field, while Norma self-instructed about higher education to be part of the language teacher education program. Both were aware of the challenges they would face in the program if they did not attend to these issues. These findings are not uncommon with new teacher educators, who feel isolated when they first start working in academia (Murray & Male, 2006; Zeichner, 2005). They resonate with Montenegro's (2015) study of teacher educators in Chile, with Andrade's (2016) study on the agentive motivations of teachers in Mexico to become teacher educators.

Montblanc also exerted his agency mediated by the professional context. He responded to professional calls for teacher educators at the university to publish their work, or to apply for professional development opportunities. Montblanc was motivated by the benefits that he would obtain from meeting the demands of the program and by having the possibility of sharing his educational work. In fact, Montblanc used his identity as a photographer to satisfy the demands of his professional context. His case illustrates that his decision to use photography in his projects benefited the language teacher education program expanded his ability for identity reconstruction. In other words, as postulated by Kayi-Aydar (2017), his agentic decision influenced his professional identity.

Finally, the community of the language teacher education program also played a significant role in the participants' agency. Montblanc became senior support for other colleagues in the program. He invited some language teacher educators to participate in his projects and encouraged them to explore their areas of specialization. Montblanc's narratives

showed that his agentive actions impacted his colleagues in terms of developing and renegotiation their professional identity to include personal identities. In this case, it is possible to see that despite the lack of collaboration which is a characteristic of the language teacher education program, Montblanc tried to support himself, and the community of language teacher educators by exercising relational agency (Edwards & D'arcy, 2004) to achieve commons goals.

Patricia's agency was exercised to overcome the lack of collaboration among the language teacher educators. She enacted her relational agency to contact other colleagues to work collaboratively teaching the same group of students in their respective courses. Her relational agency was aimed at aligning the goals and content of the courses in providing more meaningful experiences to the students. In this case, Patricia saw the lack of collaboration as an affordance to exercise her agency.

A case can be made with Patricia and Montblanc about their working with the community. Both had unique characteristics that differentiated them from the rest of the participants. Montblanc had spent most of his teaching career in the language teacher education program from Northern University. He had been a director of the program, had taken administrative roles in the program, and had actively participated in organizations of language teacher educators in the country. It may be argued that these experiences mediated his ideologies in what it means to be a teacher educator and the importance of exerting agency to grow professionally. As for Patricia, she was the only holder of a doctorate, and had been a teacher educator in this program at different stages of her life. It could be argued that each of her experiences was informative for her ideologies and the needs of the language teacher education program.

The community of the language teacher education program triggered the participants' (self) constrained agency (Mills & Gale, 2007). As seen in the first chapter, Cecilia felt her ideas on practices or projects were not supported by the leadership of the program. She decided to stop making suggestions and disengaged from participating actively in the program. Cecilia's narratives showed the impact of the leadership on her pedagogies. Similar to Eteläpelto et al. (2015), Cecilia's case revealed how the program leadership constrained her agency to innovate in the program. At the same time, this case showed how Cecilia had to renegotiate her professional identity to respond to the demands of her work. This study highlights the impact of the leadership's decisions on the participants' agency, pedagogies, and development of their professional identities.

In summary, this study showed how factors such as family, finance, personal recognition, and the community of the language teacher education program mediated the participants' agency. Some of these factors became affordances to exercise agency, while others constrained it. Some participants even self-constrained their agency to develop professionally, or affected their pedagogies, in part, due to the leadership of the program. Lastly, this study suggests that it is the language teacher educators' agency what can promote changes in the status quo of the language teacher education program by outsourcing to relational agency or renegotiating their professional identities.

Summary of the Chapter

The purpose of this chapter was to explore the participants' agency and its mediating role in the development of their professional identities and pedagogies. The findings revealed two major categories of mediation. From a sociocultural perspective, these categories included personal and contextual components. The findings of this study also revealed issues of relational

agency, and (self) constrained agency in response to professional growth and the professional context that affected the participants' professional identities and pedagogies.

CHAPTER VIII

Conclusion

Through a sociocultural approach to SLTE (Johnson, 2006; Johnson & Golombek, 2011), professional identities (Varghese, 2016, 2018), agency (Ahearn, 2001), and critical pedagogy (Freire, 1970), this study explored the professional identities, agency, and pedagogies of six language teacher educators in Chile. The purpose of this chapter is to share the conclusions of this study. The chapter is divided into five sections. The first section addresses the research questions and concluding ideas. The second section offers final remarks on the study. The third section describes the implications of the study. The fourth section describes the limitations of the study. The final section ends with suggestions for the next steps.

Looking at the Research Questions

This section of the chapter addresses the conclusions for the research questions that guided this study:

1. How do language teacher educators construct their professional identities?
2. How does the language teacher education program influence the professional identities, agency, and pedagogies of language teacher educators?
3. How does the agency of language teacher educators mediate their professional identities and pedagogies?

Understanding language teacher educators in Chile.

The study revealed the trajectories that the participants followed in becoming language teachers and language teacher educators. Similarly, it showed personal and professional experiences that informed the participants' professional identities, and it revealed the participants' teaching philosophies and practices. The study also questioned the

conceptualization of language teacher educators, and how it applies to the participants of this study. Under this theme, the most significant conclusion that framed the way to look at the participants was the conceptualization of the term language teacher educator and its relationship with their work, ideologies, interests, and pedagogies. The findings revealed several factors that questioned whether the participants were true language teacher educators or language specialists or experts.

Primarily, the motivations of the participants to become language teachers were based on their interest in English, and most of them maintained it as a focus of their instruction. This phenomenon set the first layer to understand their professional identities as language teacher educators. How would the participants navigate this interest as language teacher educators? The fact that the participants might have created their professional identity as language teacher educators by transitioning from a language teacher identity mostly focused on English to an identity that prepared future language teachers does not mean they were true teacher educators. The discussion turns into the participants' ideologies about their instruction and narratives, versus their beliefs of what they understood by language teacher educators and their roles.

The fact that participants arrived into higher education without the intention of preparing teachers makes us evaluate the development or reconstruction of their professional identities as language teacher educators. This issue is critical as it can impact the quality of education and the focus of instruction. This study evidenced this reconstruction lacking orientation and an understanding of the meaning of language teacher educator by the leadership of the program. For example, some participants received little formal preparation to transition from being classroom teachers to becoming language teacher educators, as has been suggested by the literature (Murray

& Male, 2006; Williams & Ritter, 2010; Zeichner, 2005), in response to the next context, i.e., the language teacher educator program.

This study suggests that this identity renegotiation needs to be carefully analyzed under the needs and contexts where teacher educators work. The renegotiation from language instructor or K-12 teacher to language teacher educator did not occur as soon as they started working at the language teacher education program is significant due to the beliefs and ideologies that the participants put into place in the program. The participants had to go through practical or even traumatic experiences outside of the university before they came to assume their identity as language teacher educators. Overall, this idea can inform that professional identities are part of an on-going process whose development might be boosted by professional experiences inside or outside of the language teacher education program.

In this study, the professional identities or the participants' understanding of what it means to be a language teacher educator is connected with working in the K-12 education system. These significant experiences influenced how the participants made sense of the role as language teacher educators and how they thought about their pedagogies. This study sets this experience as being as equally valued as the education of the language teacher educators.

In the same way, this study showed how the participants renegotiated their professional identities when they left the preparation of teachers to return to work in K-12 schools. Their identities as language teacher educators were reconstructed to those of schoolteachers, and from schoolteachers to language teacher educators when they went back to work in the language teacher education program. In these cases, the participants took the knowledge they had gained from teaching in the K-12 system and applied it in higher education. However, the participants

did not seem to transfer the knowledge they gained working as language teacher educators back into their work in the K-12 schools.

Regarding the participants' teaching philosophies, they showed thought-provoking positions and ideologies regarding the teaching and role of English in the country, and how they impact the understanding of language teacher educators in this study. Most of the participants had a linguistic and instrumentalist approach to the teaching of English. In other words, English was taught for communication, economic, and globalization purposes. These three arguments respond to neoliberal practices (Block, Gray, & Holborow, 2012) that have been implemented in the Chilean educational system (Yilorm, 2016). What is even more striking is the participants' approach to English and the connection to the Chilean society. The discourse of the participants illustrated that they did not see English as a tool that can make societal changes, address disparities, or work toward social justice. This discourse or exemplification of their pedagogies reiterates the challenge of the participants' professional identities as language teacher educators. Are they really educating as teacher educators are they just working for their students to master English?

To exemplify the previous idea, some of the participants accepted not taking actions to address issues related to Chile. Instead, they preferred to focus on their content or areas of specialization and let the education specialists take care of these issues. In this position, if agency is understood as the socioculturally mediated capacity to act, then the participants have decided not to act. It may be argued that passing on the responsibility to other educators is based on the assumption that this group is aware of these educational and societal issues. However, it is unknown if this is true of the education specialists. The linguistic tradition of the language teacher education program could explain this lack of action in the teaching philosophies of the

participants. This study suggests that some of the participants are in debt to the reconceptualization of SLTE that includes a socially responsible approach to teaching languages. Moreover, the study suggests to incorporate Johnson and Golombek (2018)'s call to make the pedagogies in SLTE respond to the needs of today's K-12 teachers. This study argues for an assessment of the participants' pedagogies and the goals of language teacher education programs in light of their professional identities.

In contrast to the positionality explained above, the study revealed generally low awareness of enacted critical pedagogical practices and a contradiction between practices and discourse by the participants. However, some of the participants did address issues of diversity and social responsibility through conversations and activities with their students. In spite of this, the findings showed that the participants were not aware of their socially responsible practices. In this case, it may be argued that their ideologies were in conflict with their understanding of what was needed in the Chilean society, and what they did in their practice.

Both of the participants in this study who addressed educational and societal issues in their practices were involved in K-12 schools as either teachers or practicum supervisors, opportunities that allowed them to become familiar with these realities. As stated above, it may be argued that their K-12 experiences influenced their pedagogies. Thus, this study claims that a teacher educator who is in contact with, works in, or recently worked in K-12 schools is more likely to address and incorporate societal issues in the classroom, focusing on the reality of schools rather than just teaching the language. This study underscores the importance of the use of experience or connections with K-12 schools as tools to help teacher educators connect their pedagogies with the realities of the educational system.

The study revealed the mediation of personal identities or interests in the teaching philosophies of the language teacher educators. Some co-constructed their identities to include their personal interests, such as Felipe and Montblanc. As a matter of fact, Montblanc made it clear by merging his interest in photography with language and instruction, which became his area of specialization.

Overall, this study claimed the importance of looking at the concept of *conscientização*. Teacher educators are to reflect on their professional identities to analyze their practices and understand the consequences and implications of their pedagogies. They need to be conscious of their roles and to be able to see themselves as agents of change preparing new agents of change in the society.

In summary, this study questioned the professional identities of the participants as language teacher educators and whether they should be called language teacher educators. This study depicted that the trajectories in becoming language teacher educators were motivated by interest in the language and a job opportunity. The study revealed some experiences in the K-12 system that mediated the pedagogies and professional identities of the language teacher educators. Finally, in terms of teaching philosophies, this study uncovered a critical yet confusing reality regarding the preparation of teachers in the Chilean context. The study suggests a misunderstanding of their practices in relation to what teacher educators think and what they do. As stated by Ilieva (2010) and Peercy et al. (2019), professional identities have a substantial impact on teaching philosophies, decisions, and classrooms practices, as this study has demonstrated. The ideas exposed in this subsection lead to reflection on the current call in SLTE to focus on social responsibility and the problems of no enacting these topics in the language

teacher education program. Similarly, it questions whether the participants are indeed language teacher educators or language experts.

Understanding the influence of the participants' professional context. The study stresses the relevance of the professional context in the development, (re)construction, and (re)negotiation of their professional identities, and the impact on their pedagogies. The study resonates with Barkhuizen (2008), Kanno and Stuart (2011), and Simon-Maeda (2004), who highlight the importance of investigating the workplace to inform teachers' identities.

For the majority of the language teacher educators, the current language teacher education program has been the only place where they have worked in their role as language teacher educators, except for Cecilia, who had experiences in other contexts. Renegotiation of their professional identities was crucial to be part of the language teacher education program. In other words, the participants exerted their agency to act and make decisions to grow and overcome professional deficiencies by reflecting on and analyzing themselves and their environment.

The results of this study are in line with the definition that professional identities are developed in practice (Varghese et al., 2005; Varghese, 2018). This study suggests that the community of the language teacher education program was pivotal in the development of the participants' professional identities and their pedagogies. Different members from the community (peer teacher educators, the leadership of the program, and students) influenced the participants. For instance, the students or pre-service teachers mediated the language teacher educators' roles and instruction through their behavior or critical thinking skills. This feature motivated some of the participants to adapt their practice in order to better prepare future language teachers. Notwithstanding, some of the participants were aware that some students

enrolled in the program to learn the language instead of being Chile. In this case and as reflected by the pedagogies, some of the participants acted like language experts over language teacher educators in order to respond to the students needs, but most importantly to the curriculum of the program which is heavily weighted on disciplinary and pedagogical disciplinary courses.

As seen in other studies based on situated learning (e.g., Nagamoto, 2015; Varghese, 2006), this study recognized the impact of a peer community in the development of professional identities. Some of the language teacher educators in the study created a small group to work on innovative projects. In these projects, the participants used their personal identities and interests to contribute to a common educational goal. Even though these projects were outside of their teaching roles, regular participation in them became part of their professional identities. In other words, this study suggests that the professional identities of those labeled as teacher educators involve more than just teaching the language, but include assuming other roles in the professional setting.

For some of the study participants, the community of language teacher educators was not conceived of in terms of collaboration. This study found a lack of collaboration among the language teacher educators to support each other as novice language teacher educators or in their instructional practices. This challenge was turned into affordances to navigate their professional identities to succeed in the language teacher education program. Thus, the participants' enactment of their agency can be seen as a tool that helped them navigate their jobs.

This study showed the participants' multiple roles and responsibilities that can affect the community of the language teacher education program. Some shifted their professional identity from that of a language teacher educator to that of an administrator. It is interesting to note, however, that some participants never left their identities as teachers, but rather transferred them

and applied them in their other roles. This study recommends that administrator be included as another type of professional identity for language teacher educators in addition to those already described by Peercy et al. (2019). However, this study reiterates that the participants of this study should not be fully considered language teacher educators due to their focus of their instruction and students' interests.

This study also informed about the constraints the program leadership placed on the participants and how they inhibit the development or reconstruction of their identities. Some responsibilities constrained the participants' agency, only if they allowed it to happen based on their decisions and experiences.

Finally, this study exemplified the power of context in the renegotiation of professional identities. Cecilia, for example, was part of three language teacher education programs. In each of these experiences, she developed specific areas of her professional identity. She was an administrator, then an avid teacher educator enacting her area of specialization, and then she came back to Northern University as a language teacher educator and administrator. Cecilia acknowledged that she would sometimes apply, and other times not, her past experiences in the other programs. In this case, professional identities can be enriched by similar experiences in different contexts. The identities can be adapted to fit in a new context, to grow professionally, and to reflect on one's role when there are moments of instructional and ideological constraints.

In summary, the development, (re)construction or (re)negotiation of language teacher educators can be impacted by their professional contexts. In particular, this study illustrated the role of the community of the language teacher education program and their responsibilities as factors that affected the professional identities of the study participants.

Understanding the agency of language teacher educators in Chile. Finally, the study showed the role of agency in the development, (re)construction, and (re)negotiation of the participants' professional identities and pedagogies. Agency was perceived as socioculturally mediated by the language teacher education program and other external factors. For instance, some participants used their personal identities to work on projects or take actions in response to the needs of the educational system, the program, or personal choices. Others perceived their agency as being mediated by their families in order to grow professionally. Some of the participants identified professional growth and financial reasons for their decision making on their roles, which eventually affected their identities and pedagogies.

Additionally, K-12 experiences can serve as mediators to exert agency. For example, pursuing the improvement of instructional practices after experiencing the K-12 reality of schools revealed their impact and power on the language teacher educators. In other words, it can be claimed that exercising agency was due to analysis or contextual reflection of the participants about their practice and the K-12 reality. Therefore, there might be a relationship between reflection and the decisions to enact the agency.

The study showed a lack of support, or collaboration from the language teacher education community or the program leadership when they first joined the program or in their everyday practice. Nonetheless, this lack of support, collaboration, or connection among language teacher educators due to workload, schedule, and other responsibilities was an affordance to exert their agency. Some participants looked for their own resources to succeed at work, while others attempted to collaborate, exerting a type of relational agency. What is remarkable about this situation is that the enactment of the agency was individual, i.e., the participants were mostly concerned about their own work. This issue brings up questions about the ideologies and

subjectivities of teacher educators in what it means to develop professional identities in a collaborative environment.

Furthermore, this study depicted how the participants self-constrained their agency in response to leadership decisions or frustration when working with their peers. Cecilia's professional identity sometimes entered into conflict when she felt constrained to give her opinions or to create innovative practices. It can be claimed that the leadership of programs is crucial in supporting the development or reconstruction of professional identities. Leaderships of teacher education programs need to be made aware of the impact of their decisions on teacher educators.

Family also contributed as a factor to self-constrain the agency of the participants. Some of the participants decided to stay with their families even though doing so was detrimental to their professional growth. This study raises a concern about the willingness of the participants to develop professionally over favoring their family in relation to their motivations to become language teacher educators.

In summary, this subsection has revealed agency as a mediator of the participants' professional identities. In this study, agency showed to be socioculturally mediated. The exerted agency was the response to external and personal factors as well as educational and professional needs. The study further revealed how the participants reacted to situations of constraints or affordances. Understanding agency, therefore, allows us to know the actions taken by the participants. Lastly, the study illustrated the various layers in how agency can be described while developing professional identities.

Final Remarks

Language teacher educators hold one of the most important responsibilities in the educational system. They are in charge of preparing new teachers as language specialists and as agents of change. Language teacher educators need to be able to attend to both. However, in order to do this, they need to be aware of who they are and what they do in their professional settings, as this affects the quality of the teacher education (Davey, 2013). Likewise, they need to be aware of the issues that surround them and that affect their students and the students of their students. Hence, focusing on the language teacher educators' agency and pedagogies is crucial to understand their professional identities.

In this study, understanding the development, (re)construction, and (re)negotiation of the professional identities of the participants through their lived experiences becomes a contribution to the literature of SLTE and teacher education in Chile. Moreover, it contributes to the literature by revealing how agency can be enacted to mediate professional identities as well as the pedagogies in a language teacher education program in Chile.

This study demonstrates how the participants made sense of their professional identities through their experiences inside and outside of their professional context. The participants had to renegotiate their professional identities to participate in new contexts, in the same or different capacities. In the process of renegotiation, their professional identity was co-constructed by embracing and including elements from these contexts, and with or without other members of the language teacher education community. Moreover, the personal identities of the participants mediated the construction of their professional identities by providing elements that would become strengths in their roles as language teacher educators. This study has shown that

professional identities are always changing and can be enriched by experiences and personal identities.

Furthermore, this study illustrated how the participants' agency was critical to mediate their professional identities and teaching philosophies. Their agency was socioculturally mediated by the participants' personal and professional experiences, and their language teacher education program. Principally, this study stresses the role of the leadership and community of the language teacher education program and workload and responsibilities as the biggest constrainers for the language teacher educators. This mediation also presented affordances and constraints to enact their agency, and their relational agency to succeed or grow in their roles.

Regarding collaboration among teacher educators, the study reinforces the literature in Chile about the lack of communication and collaboration between the school of education and the school of languages (Abrahams & Farías, 2010). In fact, the participants rarely addressed or included the education specialists in their narratives. The study has yet to learn more about the community of the language teacher education program and their impact on the professional identities and pedagogies of language teacher educators.

This study also demonstrated a tendency of the participants to center their pedagogies on disciplinary knowledge (linguistics, phonetics, among similar topics). This reality falls behind the recent call to address diversity and social justice in the teaching and learning of English (e.g., Hastings & Jacob, 2016; Peercy et al., 2017) and the post-methods era (Kumaravadivelu, 2001). This situation raises questions about the participants' pedagogies: Are teachers being prepared to be agents of change? Is being an agent of change part of the professional identities of language teacher educators? If language teacher educators and language teacher education programs have the responsibility in SLTE to present concepts that are important to teachers, are language

teacher educators prepared to work toward this outcome? In this study, using a critical pedagogy approach to analyze the instruction and experiences of the participants showed that some addressed diversity. The problem is that they were unaware that their teaching practices and ideologies contributed to addressing societal and educational issues. For other participants, *conscientização* was a matter that needed to be thought about and reflected on in their pedagogies. A central part of a teacher's role is to examine their ideas and how these influence their work. The pedagogies, in this case, reflect and question the conceptualization of language teacher educators for the participants in this study.

The argument presented above does not deny or relegate the importance of the subject matter and technical aspects that are necessary as part of the knowledge base of future language teachers. On the contrary, if the language teacher educators follow the ideology that they promote among their students—English as a tool to succeed—an inclusion of these topics through pedagogical models that would combine language, content, and social change could be predicted.

In the same vein, Morgan (2016) expressed that the teaching of English should support advocacy and agency in the curriculum. It can be contended that it is necessary to initiate a conversation on what it means to be a language teacher educator with an educational perspective. The majority of the participants in the study started their careers as language teachers motivated by their interest in the language, whereas becoming a language teacher educator was circumstantial. In other words, it was not their desire to pursue a career as language teacher educators. Within this context, how would the language teacher educators negotiate their language identities to include an educational focus? How does the context of the language teacher educators afford or constrain this conversation? What is the role of agency? How is the

analysis or reflection conducted? What are the concepts that would guide the conversation? It is valid to ask, how are language teacher educators selected to join programs? How are professional identities enacted in this context? These questions emerge as opportunities for language teacher educators to reflect upon their professional identities and the teaching philosophies that they practice.

In summary, this study followed the line of other researchers working in SLTE teacher identities, professional identity, agency, and pedagogies. It expands the work done in Chile and in SLTE with language teacher educators. The innovation of this study is in combining professional identities, agency, and pedagogies to learn about the professionals who are preparing future language teachers in Chile based on a narrative based methodology.

Implications

This study has implications for theory, practice, and policy.

Implications for theory. This study contributed to understanding the participants' professional identities, their agency, and pedagogies in an EFL context. The study supports research on SLTE, professional identities, agency, language teaching pedagogies. It depicts the relationship between the professional identities and pedagogies of language teacher educators in light of Johnson and Golombek's (2018) guidance for including pedagogies as part of the knowledge to prepare future language teachers, Peercy et al.'s (2019) relationship between pedagogies and professional identities, and Barkhuizen et al.'s (2014) use of narratives to learn about experiences that illustrate professional identities.

As for the implications for theory, this study suggests three important findings. The first is considering the language teacher administrator as part of the professional identities. Some of the participants described how their professional identities were reconstructed or renegotiated to

include their previous or current roles as administrators in the School of Education and Humanities. Even more, some of participants included this administrative knowledge as part of their teaching philosophies.

The second is the participants' pedagogies and their approach to preparing future language teachers. This study revealed imaginary practices of the participants in relation to what they did and what they thought they were doing in the classroom. For instance, even though the participants expressed they did not take actions to address issues of Chilean society and the educational system in their lessons, they were doing otherwise. These participants were unaware of the pedagogical implications of their instruction.

The most important implication for theory about this study is using the term language teacher educator to refer to those professionals who prepare future language teachers in an EFL context. In Chile, a language teacher education program prepares students to learn and master the language as language experts (subject matter knowledge, or disciplinary knowledge as used in this study) and to learn educational topics that are needed for the profession (educational knowledge) as educational experts. The relevance of this contextualization is that language teacher educators become language specialists according to the courses that they teach and their pedagogies, and relegate the inclusion of educational topics in their instruction. In other words, there is a need to understand the concept of language teacher educators in this EFL context and whether this is true in other educational realities. Through the pedagogies, on a similar line with Johnston's (1997) findings with EFL Polish teacher, some of the participants of this study described themselves and were perceived as language experts over language teacher educators. This topic calls for a redefinition of a language teacher educators in this type of teacher education programs.

Implications for practice. This study revealed a lack of collaboration among the participants and education specialists. This study suggests the need for the creation of professional learning communities within the language teacher education programs for language teacher educators and education specialists to work collaboratively in the preparation of future language teachers. These communities should provide opportunities for language teacher educators to reflect on their instruction and pedagogies, as well as for engaging in meaningful conversations that may lead to innovation in their practice. By taking this approach, language teacher educators are expected to navigate and (re)construct their professional identities in practice, especially for novice teacher educators Moreover, these communities may invite teacher educators to enact their collective agency (Hökkä, Vähäsantanen, & Mahlakaarto, 2017) toward achieving particular goals in the preparation of future language teachers, and to ameliorate the lack of collaboration in the language teacher education program.

The creation of communities of language teacher educators and education specialists will support the construction and development of teacher identities. They will trigger the language teacher educators' agency either by constraining it or facilitating their enactment in their pedagogies, and in their being language teacher educators. It is necessary to address this issue, as some of the language teacher educators wanted to take actions in collaboration with other language teacher educators. However, the lack of communication hindered this possibility

Another implication, from a critical pedagogy or social justice orientation, is in regards to the preparation of teachers as agents of change. The critical duality of the participants' discourse about what they think they do and what they *really* do in the classroom suggests the need not only for an internal revision of language teacher education programs in terms of the participants' understanding and actions, but also a deeper self-exploration of their pedagogies. Teacher

educators need to understand what it means to be an agent of change before training others to become one. This study suggests that teacher educators can engage in dialogic practices with their students without leaving their areas of specialization. Hence, teacher education programs should be consulted on successful practices for this implementation as well as to provide professional development for their teacher educators. In this implication, it is important to acknowledge the findings reported by Jeyaraj and Harland (2014, 2016), who described ideological challenges and positionalities that teacher educators had to face in the classroom as non-experts of critical pedagogy or social justice.

It is argued that for the previous suggestions to be implemented, the involvement of the leadership of the language teacher education program is crucial. The study showed how the leadership constrained the agency of the participants in making changes in the syllabus or other social-responsible oriented projects. This study is a call for those in this position to introspect their professional identity and identify how it affects the language teacher educators' decisions.

Implications for policy. Teacher educators of all areas are expected to be familiarized with the guiding standards (CPEIP, 2014) to prepare future teachers. These guidelines describe the skills and knowledge that future teachers should develop in their preparation as teachers, including disciplinary and pedagogical knowledge. In light of the findings about the actions that language teacher educators take to address problems in the Chilean context, it is suggested that the standards to prepare language teachers include an additional dimension that focuses on teaching English with a critical pedagogy and social justice approach. In other words, it would be expected that future language teachers know about the discipline, pedagogy, and the use of English as a tool to make changes in society. Therefore, if this dimension is successfully

implemented across the curriculum, future teachers will have stronger tools and skills to be agents of change.

Limitations

Several limitations have been identified in this study. They are mostly related to the characteristics of the participants, context, and the researcher's positionality.

Participants. The first limitation identified in this study is the characteristics of the participants. This study was limited to participants who were full-time faculty members in the language teacher education program. After analyzing the results and based on the findings presented in chapter four, it would have been interesting to explore the identities of the language teacher educators who are part-time, and also of those who work in the K-12 classroom. These teachers might have offered different perspectives on their identities, agency, and pedagogies.

The second limitation relates to the professional background of the participants. Most had only worked at one language teacher education program, which was the setting for this study. Having had a more heterogeneous sample from within the pool of language teacher educators in the language teacher education program would have provided more insightful information about the development, (re)construction, and (re)negotiation of their professional identities in various professional contexts. Nonetheless, I was not aware of this commonality at the moment of recruiting the participants.

The third limitation refers to not including the voices of the teacher educators from the education area. Although this study was framed within SLTE, hearing the narratives of this group of educators would have helped contrast the realities of both areas, especially the understanding of their professional context and how they make sense of their agency preparing teachers. I only focused on this participants due to practical and access issues.

Lastly, in line with the previous idea, this study did not include the voice of the leadership of the language teacher education program. The voice of the director of the program would have helped clarify some of the issues raised by the participants and would have helped in the understanding of the dynamics of the language teacher education program.

Context. The first limitation regarding the context is not exploring the participants' professional context in depth. Including observations during department meetings, seminars, or professional development opportunities might have provided data related to the professional identities, agency, and practice of the participants. In addition, this information would have potentially allowed me to broaden and complement the ideas from interviews, class observations, and artifacts.

The second limitation is the setting of the study. Based on the educational system influenced by neoliberal policies in Chile, it would have been interesting to include voices from language teacher educators working in private universities since these universities emerged during the privatization of education. The analysis of their trajectories, pedagogies, and professional contexts could have shed light on two different realities in the country and their impact on the preparation of teachers.

Future steps

In response to the conclusions, implications, and limitations, this study suggests further steps to continue with this work.

First, reconduct this study using an ethnographic approach. Being immersed in the program would permit the researcher to learn about the language teacher educators more in-depth. What is more, it might provide the opportunity to include more voices and narratives from

the language teacher educators and other members of the language teacher educator community, for example, the students and leadership.

Second, conduct a study that includes the voices of part-time language teacher educators as well as educators from the education department. The purpose of their inclusion will be to learn about their practices, and thus have a snapshot of the language teacher education program. In particular, this study suggests the exploration of practices in response to the Chilean context and how agency intermediates the rationale and enactment of the educators' ideas. Even though this proposal would not include an approach to SLTE, the study of agency about pedagogies would help illuminate the goals of the educators.

Third, in line with the concept of c*onscientização*, this study proposes the exploration of language teacher educators' beliefs in relation to this concept and their professional identities. Examining their beliefs embedded in their practice would shed light on the potential ideologies related to the preparation of language teachers as agents of change in Chile.

Fourth, explore the understanding of the term language teacher educator in the Chilean EFL context. In response to the implications of this study, investigating the profile, teaching interests, and teaching practices of these professional in various language teacher education programs in the country would permit to reconceptualize this term for EFL contexts and its relationship with the pedagogies of language teacher educators as knowledge base in SLTE.

Finally, include the voices and narratives of student-teachers concerning the pedagogies and influence of the language teacher educators. The findings of this study showed the influence of some of the participants' teacher educators in their identities and pedagogies. Through instruments from narrative inquiry, the suggested study would allow contrasting the ideologies

and experiences of the language teacher educators with those of the student-teachers in light of their professional identities, agency, and pedagogies.

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Appendix A

Interview protocol 1: Introductory interview 1

Prompt: Thank you very much for accepting participating in this study. The purpose of this interview is to know about you, and the preparation of teachers. This interview would make you feel as if we were visiting a therapist. So, I invite you to feel comfortable and talk as if this were at a regular conversation.

1. Tell me about you. I'd love to hear where you are from, where you grew up, your family and everyday life. I want to understand who you are.

2. Tell me where you studied in elementary and high school, where you studied to become a language teacher. → Repeat or have a piece of paper with the information.

3. Why did you become a language teacher? → How did it happen? – What were the motivations? – Influences by a person, context, or personal experience? – Why EFL and not a different subject? – Graduate experiences.

4. Why did you become a language teacher educator? How did it happen? – What were the motivations? – Influences by a person, context, or personal experience? – How long has been a teacher educator? - Trajectory to become an educator.

5. When did you realize you are a teacher educator? → Experiences, conversations? – What moment?

6. I'd like to focus on your role as a teacher educator in this program now. Could you tell me how long have you been working in this program, and how your experience has been? → Courses taught, research, committees, activities you have participated while in here such as conferences, etc.

7. Can you tell me about your role in the program? How, if so, do they affect your work as an educator?

8. What is your area of specialization? What do you do? Why? → How does your personal life connect to your areas of interest?

9. What is great about your own teaching? What makes it unique?

10. Could you tell me about the teacher education program in which work? →Goals, orientations, structure, foci of area of expertise.

11. How different is this program from when you studied? Is there anything you can think of?

12. These are the final questions, from your perspective, what will be the profile of the teacher graduating from this program?

13. Can you tell me how the teacher taking your courses or graduating from this profile will be unique compared to a different institution?

14. Finally, from your perspective, what is the role of the language teacher educator in the Chilean education system these days?

15. Is there anything you would like to add to our conversation today?

Appendix B

Interview protocol 2: Introductory interview 2

Prompt: Thank for your accepting this second interview. Last time we met, we talked about you, your work, and your program. Today I'd like us to think about the country, English, and your profession.

1. To start off, could you please tell me what you think about the Chilean society? → Strengths, weaknesses, challenges?

2. How about the Chilean educational system? How do you describe it?

3. How has your personal life or professional, personal experiences informed what you just described in relation the Chilean educational system/society? → Think about the role of the educator.

4. Do you address these issues in your lessons? → Why? How? – Why not?

5. From your personal perspective, what is your opinion about the role of English in the country? → Who benefits from learning English? – Connect this answer to first questions of this interview.

6. I am aware that last year, the Ministry of Education launched a series of standards to prepare future EFL teachers. I have the standards with me right now. What is your opinion about these standards? → How are they pertinent to the educational context or society? – Connection with other policies or mandates.

7. You earlier described the Chilean educational context from your own perspective. How do these standards address the issues that you mentioned in that question? → Are they responsive to the issues identified by the teacher educator? – What are some life experiences that might have influenced this answer?

8. In your opinion, to what extent the context of the university, your department, and the goals of the teacher education program contrast or are compatible with the standards? → Is there any agreement or disagreement from the perspective of the teacher educator?

9. Finally, I would like you to image that you are one of the individuals who creates the policies and curriculum for EFL teacher education programs. From your experiences, both personal and professional, what would you emphasize? Feel free to compare it to the standards, or add other elements that, from your point of view, are necessary for future teachers to know in the Chilean context.

Appendix C

Interview protocol 3: After class observation interview

1. How does activity X relate to what you think future teachers should know to work in Chilean schools? → Challenges in educational system and society, and/or critical language pedagogy?

2. In regard to discussion Y, is this a common activity you do with your students? →What did you expect to get out of this conversation? – Impact on the students?

3. I realized that in this moment of the class, you used this particular material. What was your rationale to choose this particular text? Are there others you considered? → Create consciousness? Facilitate teaching and/or understanding of students?

4. During your lesson I noticed you mentioned topic X, why did you decide to incorporate that topic into the discussion? → Impact on the students? - Create consciousness? Facilitate teaching and/or understanding of students? – Relevance of the topic?

5. While you were teaching, you mentioned your experience as a learner. How often do you think about these experiences when you prepare your lessons?

Appendix D

Interview protocol 4: Reflective interview

These interviews varied by educators as they all had different experiences. Below are some of the common guiding questions.

Prompt: Thank you very much for accepting talking to me again. It has been a year after we had our conversations. The purpose of this interview or conversation is to deepen on the information you gave me last year, the class observations, and the analysis of artifacts. Just to remember, during the first interview we talked about you as a teacher educator. In the second interview, we talked about your opinion on the Chilean educational system and society, and teaching of English. Today I'd like to clarify or expand on some ideas. As last time, I'd like you to feel comfortable. These conversations happened some time ago, so I will be careful not to address specific details, and if I need to, I will cite what you said. There were many things you told me and others that I observed which were very interesting, and I'd like to hear more.

1. I am aware you took on an administrative position/ you have a new role apart from being a teacher educator. Why don't you tell me more about this? → When and why did this happen? How has this affected your role as a teacher educator?

2. During our conversations, you mentioned [insert name of person]. Can you tell me more about this person? How relevant have they been to you as a teacher? How have they influenced you as a teacher/educator/person?

3. In our first interviews, you expressed that lived/worked [insert place]. How do these experiences might have influenced your teaching these days. Can you elaborate more on this thinking?

4. In our first interviews, you mentioned that a very important moment that impacted your way of teaching English as a foreign language was _____. Can you please elaborate more on this?

5. In our first interviews, we also talked about your preparation to become a teacher. Do you think you have teachers, experiences, classmates who influenced the professional you are now? If so, how?

6. We talked about your experience working in K-12 schools/other universities. How have these experiences influenced who you are as an educator? Do you bring these experiences to your teaching?

7. In our interviews, we also talked about you as a teacher educator. Based on the observations and interviews, I noticed that you did this [insert instructional practice] often. Can you tell me why? Is this different in other subjects?

8. Do you use your personal experiences in your teaching?

9. What do you like about being a teacher educator?

10. I took a look at the syllabus of your course, and the material. Did you get to make any modifications? → Did your personal background or professional experience influence in its design? – Tell more about the contents or material chosen for this course.

11. Last year we also talked about the Chilean society and educational system. Has your opinion changed? Do you think a teacher educator can work these issues in classes? Do you do it? Yes, no? Why?

12. I would like you to imagine that you are one of your students sitting today in a course you teach. If you had to criticize this course in terms of contents to meet the challenges of the Chilean education system, what would you say, if you had something to say?

13. The following two questions are similar, but have a different purpose. As you know, I am studying teacher educators from their stories, experiences. We all experience or live unique experiences that impact our lives.

    a. The first question is: I want you to think of yourself as a teacher educator and tell me about an experience that has impacted your view about the teaching and learning of English in schools or in the society.

    b. The second question is: I also want you to think of yourself as a teacher educator and tell me if there are any experiences that have changed, shaped, influenced, opened your eyes, etc. about your role as a language teacher educator.

14. We have three more questions. One of them is, what do you like or enjoy about being a teacher educator? → What personal interest/trait do you bring to your role as educator?

15. How would you define or describe [insert name of educator]?

16. Finally, do you have any questions for me or anything you'd like to add?

Appendix E

Observation protocol: Class observation

- Are there any references made to the teacher educators' personal background or context, for example, to provide examples or connect ideas with the topic being discussed? What was the language used? What was the topic being discussed? Was there any material used? If so, what was it?

- Are there any references made to the teacher educators' professional background or context, for example, that have influenced their teaching philosophies? What was the language used? What was the topic being discussed? Was there any material used? If so, what was it?

- Are there any references made to the Chilean education system? If so, what was it about? Any descriptions? Was it made by the students or teacher educator? What was the discussion about? If so, was there any the material employed? How was it?

- Are there any references made to the Chilean society or educational system in their teaching? If so, what were they? If not, other issues related to education? What was the language used? Was there any material used? If so, what was it?

- Are there any references made about the role of English and its role in the country? Was it made by the students or teacher educator? How was this interaction?

- Are there any references made about the educators' teaching philosophies? If so, what were the themes? How did they explain it?

- How do students respond to the material? Do they invite to have a discussion? What was the focus of the discussion? And who led these discussions?