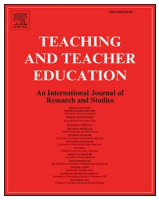
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Review article



The interplay of language teachers' identity, cognition, emotion, and agency, and the role of context: A scoping review

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ABSTRACT

This scoping review explores complex interactions among identity, cognition, emotion, and agency in language teachers' socio-professional lives. By synthesising findings from 64 studies published between 2008 and 2023, the review highlights three prominent interactional patterns shaping teachers' professional practice and development, whilst meso-level and macro-level contextual factors strongly impact these interactions. In these interactions, reflective practice plays a pivotal role in intertwining the components, ultimately leading to pedagogical change and professional development. The review integrates these components holistically into a socio-ecological *perezhivanie*-based framework for understanding teacher development and provides significant implications for practice in teacher professional development programmes.

1. Introduction

Compared with the traditional focus of language teacher education (LTE) on the isolated development of specific skills and knowledge, in recent decades, there has been a growing shift in the field towards exploring the socio-professional lives of language teachers. This includes examining how teachers identify themselves, their thoughts and feelings about their roles, and how these orient their actions in response. The LTE literature has, indeed, documented the significance and interconnectedness of teachers' identity, cognition, emotion, and agency. Understanding teachers' identities is crucial, as these significantly influence their agency—capacity to make choices and enact decisions in their professional roles (Buchanan, 2015; Li & Ruppar, 2020). Moreover, the interplay between cognition and identity formation is critical; prospective teachers' cognitive needs and behaviours can impact their professional identity development, suggesting that teacher education programmes must address these cognitive dimensions to support identity construction (Arpaci & Bardakçi, 2015; Nazari & Costa, 2021). Emotions also play a pivotal role in this dynamic, as they are integral to the processes of teacher socialization and identity development (Nazari & Karimpour, 2023; Song, 2016). Recognising emotions involved in teaching can illuminate how teachers navigate their identities and agency within the constraints of educational policies and institutional expectations (Miller & Gkonou, 2018; Pena & De Costa, 2020). Therefore, efforts that integrate identity, cognition, emotion, and agency are necessary to cultivate a more nuanced understanding of teachers' learning and development, ultimately leading to more responsive and effective teaching practices in situated educational contexts (Afreen, 2024; Heijden et al., 2015).

Although language teachers' identity, cognition, emotion, and agency have traditionally been examined in isolation, with emotion and agency often overlooked (Trent & Gao, 2009), in recent years, there have been calls for research that integrates these elements to provide a more nuanced understanding of teacher learning and development (e.g., Kayi-Aydar, 2019a). Numerous studies have demonstrated this integration: teacher identity is shaped by emotional experiences (Yazan & Lindahl, 2020); identity and agency are co-constitutive (Kayi-Aydar, 2019b); and emotion and cognition form a dialectical unity in teachers' *perezhivanie*—lived-through experiences unfolding in the teacher-environment relation (Vygotsky, 1994) to explain how teachers enact themselves professionally (Amory & Johnson, 2023; Dang, 2013; Golombek & Doran, 2014). Recent work has further explored the relationships among more than two of these components simultaneously, providing deeper insights into their intricate dynamics and holistic impact on teachers' professional lives (e.g., Nguyen & Ngo, 2023; Song, 2016; Wu et al., 2022; Yazan et al., 2023). This literature reveals that

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identity, cognition, emotion, and agency are not only core dimensions of teachers' socio-professional lives but also interact in complex ways with each other and with contextual factors, shaping teachers' learning, practice, and growth.

Despite the increasing number of studies in this area, there has been little effort to synthesise the accumulated knowledge about the interplay among these components and its implications for LTE. Whilst some reviews exist, they focus on a single component, such as identity (Sadeghi & Bahari, 2022), cognition (Borg, 2015), emotion (Han et al., 2023), and agency (Tao & Gao, 2021). Comprehensive syntheses that bring these components together are still missing, which limits our understanding of the overall picture of their interactions and how they influence teachers' professional learning, practice, and development.

Addressing the gap identified above, our paper aims to explore the interactions between identity, cognition, emotion, and agency, and their impact on language teachers' professional lives. Our selection of these key components is grounded in their documented interrelatedness and significance in shaping teachers' professional learning, development, and effective teaching practices. Whilst other components such as self-efficacy and motivation are undoubtedly important, these constructs could be encapsulated within the chosen components. For instance, self-efficacy aligns with agency as both pertain to teachers' belief in their ability to act effectively (Graham, 2022), and motivation intersects with emotion, as emotions often drive or diminish the motivation to engage professionally (Li, 2024). Therefore, these selected components can already provide a comprehensive framework that encapsulates the multifaceted nature of language teaching and the dynamic interplay between personal, professional, and contextual dimensions of teacher development (Chen & Abdullah, 2022; Farrell & Ives, 2014).

Accordingly, given that the interactions between the selected components might not be captured sufficiently in a single study, we conducted a scoping review of the empirical literature to explore major emerging themes in relation to this area of inquiry through a systematic and inclusive approach (Pham et al., 2014). This review addresses the following questions:

RQ1. How do language teachers' identity, cognition, emotion, and agency interact to shape teachers' professional practice and development?

RQ2. What contextual factors influence the interactions among these components?

By answering these questions, we expect to provide an overall understanding of the complex interplay between these components in LTE. The insights from this review are also expected to provide implications for theory and research in LTE in general, and practically speaking, to inform educators and policymakers in terms of how to enhance teachers' professional practice and development across diverse settings.

2. Conceptualisations of key components

In this section, we provide conceptualisations of the selected components: identity, cognition, emotion, and agency in the LTE scholarship. These conceptualisations help to set the theoretical boundary for these components and to identify them and analyse their interactions in the analysis of the studies selected for our review.

2.1. Identity

Teacher identity is a multifaceted concept encompassing the various roles, beliefs, and self-perceptions that teachers hold about themselves in their socio-professional contexts (Schutz, Hong, & Cross-Francis, 2018). In LTE, identity is seen in the teacher's commitment, self-esteem, agency, and self-efficacy (Richards, 2023). Sources of identity can include professional competence, cultural background, pedagogical beliefs (Li, 2022), past experiences, teacher education, and language proficiency (Richards, 2023).

Characterised by its fluidity, language teacher identity is dynamic and evolves through personal experiences and the sense derived from those experiences (Sachs, 2005). Indeed, identity stems from teachers' engagement in sociocultural activities, practices, and relations where it is (re)constructed through their interpretation and negotiation of sociocultural factors by drawing on their emotional experiences and agentive capacity (Dang, 2013; Nguyen & Ngo, 2023). It involves an ongoing process of negotiation as teachers encounter new experiences and challenges, especially in changing contexts, and (re)interpret their lived experiences across their past, present and future (Nguyen & Ngo, 2023; Yazan & Lindahl, 2020).

2.2. Cognition

Language teacher cognition is an umbrella term broadly defined as the complicated, practical, personal frameworks of teachers' knowledge, thoughts and beliefs that constitute their mental experiences (Borg, 2015). Teachers' cognition influences their instructional decisions, classroom practice, and developments in their pedagogical competence (Borg, 2015, 2019).

Various factors exert an influence on the (re)formation of teacher cognition. It is shaped by teachers' prior schooling experiences, professional training, and classroom practice, playing a critical role in how teachers plan, implement, and evaluate their teaching (Borg, 2015). Borg later further (2019) acknowledges that teacher cognition is deeply intertwined with and shaped by various factors including personal experiences, physical surroundings, sociocultural contexts, and historical conditions, which collectively influence teachers' cognition and performance. This perspective highlights the combined effects of teachers' personal agendas and the socio-professional environments in which they work on the "inner dynamics of teachers' work" (Kubanyiova & Feryok, 2015, p. 435), encompassing their cognition and identity.

2.3. Emotion

In LTE, emotion, including teachers' feelings and effective states, is considered as a social and cultural experience shaped by not only individual traits but also interpersonal relationships and social environments (Richards, 2022). The LTE literature has established that teachers' emotions stem from their interactions with their students, colleagues, and administrative staff, which shapes their professional experience and practice (Nguyen, 2018), and also with the favourable or unfavourable conditions created by different teaching contexts (Tsang & Jiang, 2018). Emotions, both positive and negative, are integral to the teaching experience, as they influence how teachers prepare and enact their instruction, navigate the teaching curriculum, and engage in interactions with their students (Richards, 2022).

Teachers' emotion is closely associated with their identity, cognition, and agency. Emotion is linked to identity formation within classroom interactions and responses to contextual demands (Dang, 2013; Nguyen & Ngo, 2023). It is also an integral part of social-cognitive engagement (Han et al., 2023) and thus there exists "the dialectical unity of cognition-and-emotion", as described by Amory and Johnson (2023, p. 3). Additionally, emotion is known as a stimulator of actions taken under unfavourable contextual circumstances, thus inevitably linked to the practice of teacher agency (Cong-Lem & Nguyen, 2024; Nguyen & Ngo, 2023; Yan & Li, 2024). The interplay between emotion and other components like identity and agency is crucial for understanding teachers' professional development and resilience, which is indeed an emotionally charged process.

2.4. Agency

In LTE, language teacher agency is defined as teachers' capacity to take ownership of their professional development and environment,

including setting goals, developing curriculum, initiating changes and making decisions that influence their work and its conditions (Richards, 2023). Agency is influenced by teachers' personal factors, such as self-efficacy and professional identity, but it is also shaped by contextual factors, such as institutional support and policy constraints (Lasky, 2005). Thus, it is appropriate to view teacher agency not merely as individually possessed competence (Priestley et al., 2012); rather, it is "the socioculturally mediated capacity to act purposefully and reflectively on [the teacher's] world" (Rogers & Wetzel, 2013, p. 63).

Agency enables teachers to navigate and negotiate challenges such as contextual tensions in their professional activities (Nguyen & Ngo, 2023), implement innovative practices (Zhang & Hwang, 2023), and cater to their needs and those of their students (Maddamsetti, 2022). Understanding agency opens a window into how teachers exert control over their work under contextual conditions and contributes to their professional practice and development as well as educational change in general.

2.5. Context

Research in LTE has established that teachers' expertise development needs to include considerations of context (Freeman, 2020). Context encompasses the various external factors and environments that influence teaching and learning, and in LTE in particular, contextual factors such as curriculum requirements, student demographics, and available resources play a significant role in shaping teachers' professional experiences and practices (Johnson, 2009).

On a more systematic level, Douglas Fir Group's (2016) socio-ecological framework situates language education within different layers of context that dynamically interact with one another, including the micro level of social activity, the meso level of sociocultural institutions and communities, and the macro level of ideological structures. Despite its original focus on language learning in multilingual contexts, Gao (2019) sees it as "a roadmap for [teachers] to see how their professional learning might unfold in the specific contexts where they learn and teach" (p. 164). This roadmap can also guide teacher education schemes to develop a comprehensive understanding of how teachers engage in their professional work under the influence of a diversity of social, cultural, economic, and political factors.

Grounded in these conceptualisations, our scoping review endeavours to identify the particular patterns of interaction among the focal components that shed light on teachers' professional learning, practice, and development in the landscape of LTE, the specific roles of each component, and also on the contextual factors conditioning the interactions. To this end, we have chosen a scoping review approach, as it allows for a principled thorough synthesis of accumulated insights that a single empirical study may not be able to reveal. In the following section, we will describe our methodology.

3. Methodology

Adopting a systematic and comprehensive approach, this scoping review broadly identified key themes on the interactions between language teachers' identity, cognition, emotion, and agency within different socio-professional contexts. It relies on a transparent and explicit procedure to clearly document every step—from the selection of databases, search terms to the criteria for inclusion and exclusion of literature and then the process of analysis. This documentation safeguards against potential biases, particularly the influence of researchers' pre-existing knowledge on the synthesis of literature. By preventing the inadvertent selection of familiar studies, we maintain the rigour of our findings. The subsections below will describe the method in greater detail.

3.1. Searching the literature

A comprehensive search of major electronic databases, including Scopus and Web of Science, was conducted, using carefully developed search terms. The search terms were created following Cooke, Smith, & Booth's (2012) SPIDER criteria, including sample, phenomenon of interest, design, evaluation and research type. Firstly, the sample included in-service teachers teaching any additional, second, or foreign languages, with English being the most prevalent. Therefore, these sample-related terms were used in the searches: language, language 2 (L2), English as a foreign/second/additional language (EFL/ESL/EAL), teaching English to speakers of other languages (TESOL), and teachers. Secondly, the phenomenon of interest centred on the sample's identity, cognition, emotion, agency, and context. Thirdly, there was no preference for research design, in terms of the research problem, objectives, hypothesis, sampling techniques, data collection methods, and data analysis procedures. Moreover, the evaluation involved the empirically evidenced interactions among the focal components: identity, cognition, emotion, and agency, and the role of context; thus, Boolean operators (and/or) were used in the search strings to indicate their interrelationships. Finally, no preference was given to research types in order to gather empirical evidence from a diversity of methodological perspectives.

Based on these terms, the first two authors independently crafted search strings and tested them all on two major electronic databases—Web of Science and Scopus, before deciding on the strings that yielded the most relevant search results (Table 1). The searches yielded 585 and 464 articles from Web of Science and from Scopus, respectively. To broaden the searches, we also manually searched the websites of major publishers in the field, including ScienceDirect, Sage, Taylor and Francis, and Wiley, rather than specifically targeting the websites of specific language-related journals. This approach was chosen based on our field experience that issues related to language teachers' identity, cognition, emotion, and agency are extensively covered in these publishers' education journals that address a wide range of topics related to LTE. This manual search added 40 documents to the dataset. In addition, to complement the manual search, an ancestral snowballing approach was implemented through the check of the reference lists of selected articles. This additional approach resulted in 23 documents being added to the dataset. The search was conducted in December 2023, and no time constraints were applied to any stage of the process to ensure a comprehensive analysis of the existing body of knowledge, including both seminal and recent studies.

Table 1
Search strings for identifying the literature.

Databases	Search strings	No. of articles retrieved
Web of Science	(TS=(ESL OR EFL OR TESOL OR EAL OR L2) AND TS=(teacher* OR educator*)) AND (TS=(identit* OR agency)) AND (TS=(cogniti* OR emotion* OR context*)) and Article (Document Types))	585 documents
Scopus	TITLE-ABS-KEY (ESL OR L2 OR EFL OR TESOL OR EAL) AND TITLE-ABS-KEY (teacher* OR educator*) AND (TITLE-ABS-KEY (identit* AND emotion* OR cognit* OR agency OR context*) OR TITLE-ABS-KEY (agency AND (identity OR cognit* OR emotion* OR context*))) AND (LIMIT-TO (DOCTYPE, "ar"))	465 documents
Manual searches	Searching the websites of major publishers, including ScienceDirect, Sage, Taylor and Francis, and Wiley, and the reference lists of selected articles	63 documents

3.2. Screening

All the collected documents ($n = 1113$) were uploaded onto Covidence (https://www.covidence.org), a web-based platform for organising and streamlining reviews. Before the screening, inclusion and exclusion criteria were created (Table 2). Although our selection of articles published in SSCI, ESCI, and Scopus-indexed journals indicated their quality, Criterion 3 was established to ensure that all the studies included in our review were of high quality. Importantly, criterion 5 particularly required that the articles must report empirical findings in relation to the interactions among at least three of the focal components (identity, cognition, emotion, and agency). This criterion was set up for two reasons. Firstly, the relationship between two of these constructs have been well researched and understood in the literature, whilst little has been known about the interactions among three components. Secondly, understanding this multi-component relationship has the potential to generate nuanced insights into language teachers' professional learning and development. These criteria helped to establish the scope of the review and select empirical studies that were most relevant to the conceptual focus of the review (Stern et al., 2014).

With the support of Covidence, 359 duplicate articles were removed, resulting in a composite of 721 potential article candidates to be screened against the inclusion criteria. The screening followed a transparent procedure prescribed by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol (Moher et al., 2009). The screening was conducted from December 2023 to February 2024. Fig. 1 shows the process of screening for eligible studies in this review.

In the first stage, the titles and abstracts of the 721 articles were screened against the inclusion criteria described in Table 2. The first two researchers assessed these articles independently for eligibility. Disagreements were resolved through discussion or with the utilisation of another third member. In the next stage, those articles without accessible full texts were removed from this stage. As a result, 109 articles entered the major screening stage wherein their full texts were closely read and assessed against the inclusion criteria, with an exclusive focus on criterion 5. In this stage, all the three researchers screened the articles independently on Covidence, and discussions were held to resolve screening disagreements.

Exclusion decisions during the full-text screening stage, as shown in Fig. 1, led to the removal of 45 articles. These exclusions were primarily due to articles not being peer-reviewed (2 articles), not written in English (1 article), and lacking relevance to the focus of teacher development (8 articles). Additionally, 7 articles were excluded because they did not focus on teachers specifically. Most notably, 21 articles were excluded because they discussed identity, cognition, emotion, and agency individually rather than examining the interconnections among these components, which is central to our review criteria (as explained earlier). Also, some articles mentioned identity or agency only briefly, without substantial exploration or analysis, leading to their exclusion. This screening ensured that the remaining studies directly contributed to our in-depth analysis of the intertwined nature of identity, cognition, emotion, and agency in language teacher development. The screening process culminated in the inclusion of 64 articles published between 2008 and 2023, which met all the inclusion criteria. These studies then proceeded to data extraction and thematic analysis. An overview of these studies is provided in the Appendix.

3.3. Data extraction and analysis

A structured form (see Appendix) was used to collect information from each study, encompassing details such as authors, years of publication, aim, method, findings, context, and interactions of the investigated components. This pool of information was utilised to facilitate data extraction and create an initial impression on the dataset that informed our data analysis. As shown, although we intentionally did not impose a time frame for the search to ensure a comprehensive review of the literature, the 64 selected studies were published between 2008 and 2023. The 2008–2019 period recorded only 2–3 studies per year, whilst the number of publications notably rose from 2020 (i.e., 7 studies in 2020, 10 in 2021, 13 in 2022, and 19 in 2023). This reflects a recent surge in research interest and developments within the topic area, providing a contemporary perspective on the themes we explored in our data analysis in response to RQ1. In terms of research contexts, China topped the list with 22 studies (34.38%), followed by Iran with 12 studies (18.75%), the USA with 8 studies (12.5%), Turkey with 4 studies (6.25%), South Korea with 3 studies (4.68%), Japan and Mexico with 2 studies each (3.12%), and the other contexts (e.g., Saudi Arabia, Slovakia, Chile, Israel, New Zealand, UK, UAE, Croatia, Ethiopia, Taiwan, Hong Kong) with one study each (1.56%). The representation of these research contexts in the reviewed literature informed our data analysis and interpretation of influential contextual factors in response to RQ2, as noted in Section 4.

To answer the two research questions, our analysis of the selected

Table 2
Inclusion and exclusion criteria.

Criteria	Inclusion	Exclusion
1. Journals	Recognised academic journals with descriptions of transparency in publication processes and prestigious abstracting and indexing (SSCI, ESCI, Scopus)	Predatory journals identified in the Beall's list and Cabells' Predatory Reports
2. Publication type	Original empirical articles employing quantitative and/or qualitative methods	Conceptual papers Reviews Reports Conference proceedings Book chapters
3. Study quality	Quantitative studies: sufficient sample size to support generalisable findings; statistical methods and reports appropriate for the study design and data type. Qualitative studies: a thick description of the study's context and participants; data sources appropriate for research questions; clear documentation of the research design, data collection, and analysis processes	Quantitative studies: insufficient sample size; inadequate or inappropriate statistical methods and reports. Qualitative studies: insufficient or unclear description of the study's context and participants; inappropriate data sources for qualitative research; unclear data collection and analysis
4. Participants	In-service language teachers	Student-teachers Pre-service teachers Teacher candidates Teacher educators (due to their distinct professional roles and responsibilities shaped by different contexts and demands)
5. Focus	Reporting the relationships between at least three of these components: identity, cognition, emotion, agency	Reporting identity, cognition, emotion, and agency in separate manners or combinations of only two of these components Other non-relevant topics
6. Language	English	non-English
7. Publication date	No date constraint	X

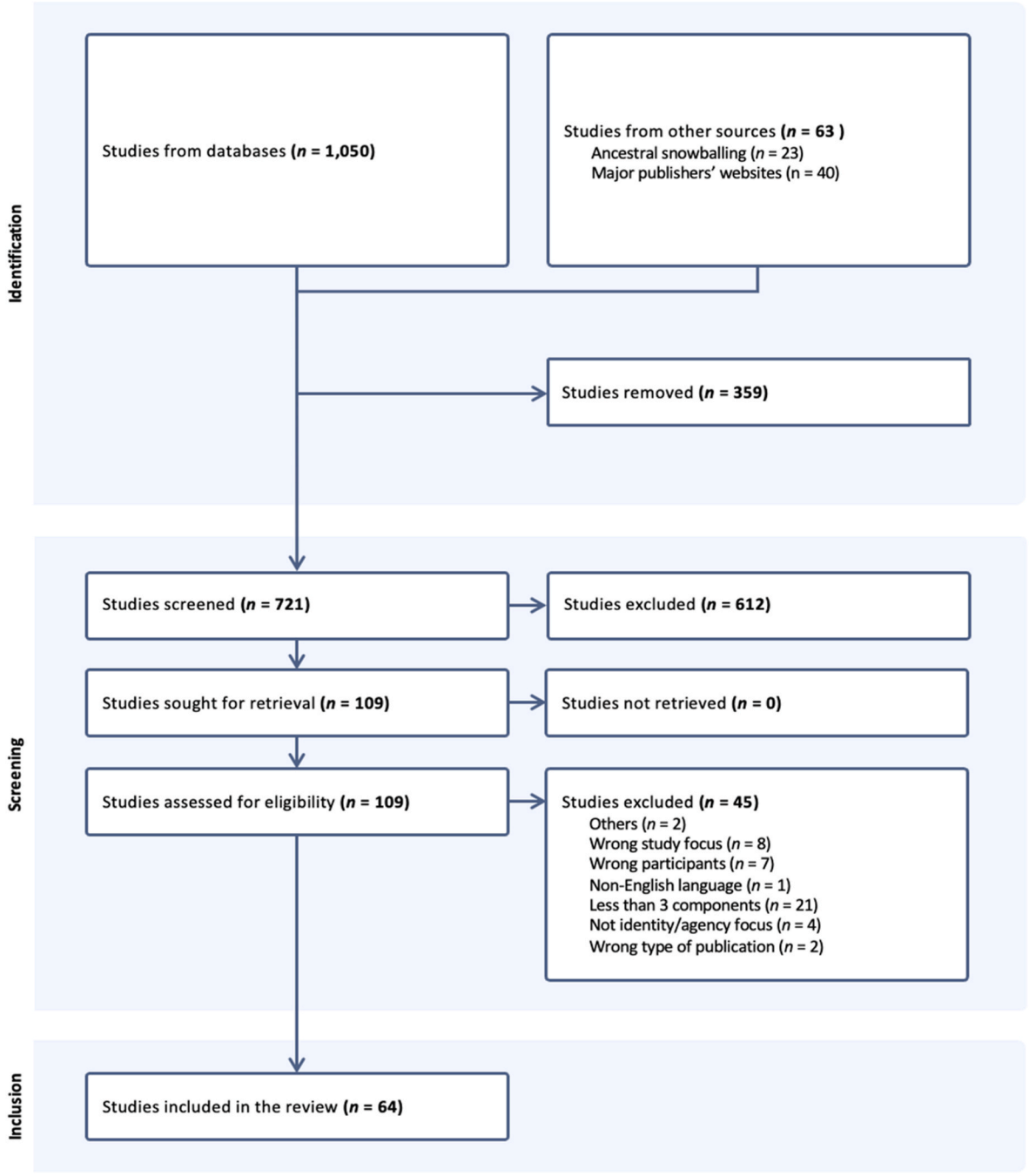


Fig. 1. Covidence-hosted screening.

studies involved two major stages. In the first stage, we developed a coding scheme to identify the components addressed in the studies. We acknowledged the complexity and broadness of these focal concepts. For instance, identity can refer to self-understanding or perceived roles, whilst agency can encompass practices and actions that teachers take to resolve tensions in their teaching and assessment, as reviewed in Section 2. Initially, we read through all included studies to understand how they conceptualised the components under investigation. We then created a table listing terms and related concepts used in these studies to indicate the components we examined (Table 3). As our analysis progressed, we revisited this table to add new terms or refine existing ones.

The second stage of the analysis focused on identifying the interactions among these components and the role of context in shaping their interactions. In this stage, we employed Braun and Clarke's (2012) thematic analysis. This approach, which involves identifying,

Table 3
Terms identified in the reviewed studies and used as codes for data analysis.

Codes	Terms identified
identity	*identity, self, position, positioning, self-understanding, roles, self-image, sense, sense-making*
agency	*agency, navigating, adapting, adaptation, agentive work, agentive action, strategies, response, decision, reaction, practice, engagement*
cognition	*cognition, perception, conception, understanding, awareness, reflection, knowledge, personal theory, interpretation*
emotion	*emotion, emotional experience, attitude, feel, affect, vulnerability*
context	*context, setting, relationship, curriculum, situation, environment, working condition, power relations, framework, reform, system*

streamlining, and understanding patterns of meaning within a dataset, allows for constant comparison, restructuring, and assessment of the dataset, the analysed data extracts, and the emerging themes. Initially, we acquainted ourselves with the data by perusing the content of the chosen articles. Subsequently, a meticulous examination of each paper was conducted, leading to the creation of initial codes. These codes included terms and concepts relevant to our research questions (Table 3). Using these codes, we were able to identify segments of text in the articles that reported the presence of and the interactions among the focal components (identity, cognition, emotion, and agency) as well as the contextual factors shaping their interactions. In so doing, we focused closely on the articles' findings and discussion sections to pinpoint segments of text that contain the information for which we sought. As we identified relevant segments, we mapped out the components based on their interactions and the related influential contextual factors that were explicitly reported in the studies rather than how we personally interpreted the authors' implications. This process was recurring and evolving as we refined and identified commonly occurring interactions and contextual factors. In the third phase, we pinpointed overarching themes that encapsulated significant aspects of the data, including prominent recurring interactional patterns and contextual factors. As stated in 3.2, our interest was in the interactions among at least three components (i.e., identity, cognition, emotion, and agency); therefore, our identification of the themes was closely aligned with this focus. The fourth phase involved a recursive procedure to ensure that the overarching themes accurately reflected the findings reported in the articles. Following this phase, each theme was streamlined to enhance the meaningful representation of the data before we wrote up the report.

4. Findings

The following sections presents the main findings of the review of the LTE literature (2008–2023), structured to answer the two research questions. Section 4.1 delves into RQ1 about the interactions among language teachers' identity, cognition, emotion and agency as these shape teachers' professional practice and development. Specifically, subsections 4.1.1 and 4.1.2 unravel the dynamics of the components that shape identity formation and professional growth, with the former section capturing the critical role of emotion in driving agency, whilst the latter focusing on the role of emotion-cognition dialectics. Subsection 4.1.3 is more specific in professional practice, as it is shaped by a more complex interaction among emotion, cognition and agency. Note that many studies reported on more than one interactional pattern of the components, as shown in the Appendix.

An emergent theme from the literature review underscores the significance of teachers' reflective practice. As presented in subsection 4.1.4, this practice facilitates the intricate interplay of the key components that this study focuses on, influencing language teachers' identity, cognition, emotion, and agency, crucial for professional learning and development. It thereby provides a critical perspective for addressing RQ1. It shows how reflective practice, as often embedded within the professional practice of language teachers, has the potential to shape their identity, cognition, emotion, and agency, as well as other aspects of professional practice, thereby promoting professional development.

Section 4.2 answers RQ2: What contextual factors influence the interactions among these components? This section explores the institutional, educational, sociocultural, and sociopolitical factors that mould the dynamics of teachers' identity, cognition, emotion, and agency. By examining these contextual influences, we gain deeper insights into the particular environments that foster or hinder the developmental trajectories of language teachers.

4.1. RQ1: How do language teachers' identity, cognition, emotion, and agency interact to shape teachers' professional practice and development?

4.1.1. Emotion functioning as a driver of agency to shape identity and professional development

The first interactional pattern identified in a number of studies (n = 48) is that emotion plays a pivotal role as a driver of teachers' agency, which in turn influenced the formation and execution of their professional identities. This interaction is particularly evident when emotions are aroused by specific contextual factors, prompting teachers to address particular aspects of their professional practice. This dynamic is illustrated by Zhang et al.'s (2022) study about a Chinese EFL professor's emotional experience amidst the demands of an institutional shift of focus from teaching to research. They demonstrated positive emotional experiences, such as feeling valued and supported, enhanced the focal teacher's agency and thus bolstered his sense of professional identity, whilst negative emotions had an opposite effect. Whilst the shift caused the teacher's professional identity crises (i.e., teacher vs. researcher), his agency in navigating the changing context augmented his research capacity and thus researcher identity. Also investigating Chinese EFL teachers' emotional experiences in livestream teaching, Gu, Liang, and Wang (2022) found that positive and negative emotions derived from the (in)congruence between their goals and the context motivated them to take action (e.g., improving their online teaching, initiating research, engaging in active learning) and thus formed their identities as instruction designers, service staff, and adaptive experts with growing expertise in online teaching.

Another study, Yang et al. (2021), took a more longitudinal approach, exploring the emotion-agency-identity interactions across the career stages of Chinese EFL teachers. The researchers revealed how the teachers' emotion and identity were anchored in their agency for navigating between teacher-centred/student-centred pedagogies. This interaction unfolded throughout their professional trajectories, with teachers "develop[ing] from an enthusiastic companion frustrated with teacher-centred teaching, through an ambivalent motivator striving to be an expert teacher, to a fulfilled life coach" (Yang et al., 2021, p. 1).

Notably, the reviewed literature revealed that, compared with positive emotions, negative emotions caused by contextual challenges appear to exert more prominent power in stimulating teachers' agency, and resultantly, the (re)configuration of their identities. Wu et al. (2022) demonstrated that feelings of marginalisation and uncertainty as Asians in the Taiwanese EFL landscape, where white teachers received more attention and assurance, motivated teachers' agentic use of Taiwanese to construct their Asian-American-in-Taiwan identities—a practice that endowed them with more cultural and professional recognition in this context. Likewise, in the research by Gao and Cui (2023) with a Chinese EAP teacher, their emotional tensions during an English for Academic Purposes (EAP) textbook development project spurred them to negotiate power relations and develop EAP materials—efforts through which they re-enacted their identities as an EAP teacher and teacher leader through acquiring advanced knowledge of EAP. Other negative emotions such as anxiety in teaching returnee students (Song, 2016), dissatisfaction with exploited and marginalised identities (Wu, 2023), feelings of being overwhelmed and powerless in the face of raciolinguistic surveillance (Maddamsetti, 2021), or internal struggles with identity conflicts owing to mismatches between personal philosophies and institutional ideologies (Ghiasvand et al., 2023) all manifested as teachers' emotional labour driving agentive responses, identity transformation, and professional enhancement under their various contextual influences.

Overall, the reviewed studies suggest that language teachers' socio-professional contexts, such as changes in institutional policy, teaching modes, communal preferences for white teachers, evolving curricula, and institutional power dynamics, significantly account for their emotional experiences. These experiences shape teachers' agency by motivating them to take proactive actions to address contextual challenges and achieve a different, often enhanced, sense of self. Notably, as

indicated by these studies, the development of teachers' identities is associated with their professional development. The transformation from a teacher into new roles such as teacher-researchers (Zhang et al., 2022), adaptive experts (Gu, Mao, & Wang, 2022), or EAP teacher-leaders (Gao & Cui, 2023) demonstrates the enhanced professional competence they attained through an emotionally and agentively driven process of identity (re)construction.

4.1.2. Emotion-cognition dialectics influencing identity formation and professional development

Another pattern identified in many studies (n = 28) is within the emotion-cognition-identity interaction, which proves influential in language teachers' professional development. Specifically, cognition appears to influence emotional reactions and responses driven by context, an interaction which then shapes identity development. This was exemplified by Huang and Guo's (2019) four-year study about the cognitive, emotional, and behavioural aspects of Chinese college English teachers' professional identities during managerial reforms. Specifically, despite experiencing anxiety and pressure due to the changing context (e.g., publication-related expectations), the focal teacher's positive understanding of the reforms and boundless enthusiasm for embracing change facilitated the development of her identities as a developing researcher and competent college English teacher, signifying her professional development amidst the changes. Similarly, Zarrinabadi et al. (2023) showed that Iranian English teachers with a growth mindset—believing in potential improvements in their teaching ability—exhibited positive feelings of competence, capability, and accomplishment, even in a challenging context characterised by lower pay, heavy teaching load, and lack of facilities, thus perceiving themselves as accomplished teachers. It seems that the positive dimensions of teachers' cognition, such as positive attitude towards change and growth mindsets, are instrumental in helping them to manage their context-driven negative emotions and navigate unfavourable contextual conditions in order to develop new identities that align with contextual dynamics.

Notably, cognition and emotion combined act as elements of language teachers' capacity used for identity negotiation and development. For example, in Sun and Akbar's (2024) investigation into a Chinese teacher's 30-year implementation of extensive reading (ER), they revealed that her cognition (e.g., experiential ER knowledge) and emotion (e.g., obsession with authentic material) were key in advancing her identity into an ER-oriented teacher. This made her confident and forceful in her pedagogical belief and practice, allowing her to be "no longer shackled by exams and power play" (p. 14). In Maddamsetti's (2022) study, two Latinx teachers in the USA developed their identity as advocates for emergent bilinguals through their cognitive and emotional reflections on their advocacy positions and experiences of advocacy identity dissonance. These studies demonstrate the combination of cognition and emotion into language teachers' capabilities which empower them to enact themselves in their new professional roles.

Taken together, these notable studies in this cluster point to the role of language teachers' cognition in shaping their emotional reactions and responses to contextual conditions as well as that of the cognition-emotion combination in building teachers' capacity for performing their identity work. This interaction between cognition, emotion, and identity in the face of contextual challenges, as the studies suggest, lead to new identities, and relatedly, higher levels of professional competence marked by greater research and teaching competence (Huang & Guo, 2019), accomplishment (Zarrinabadi et al., 2023), confidence (Sun and Akbar, 2024), and ability to advocate for socio-educational change (Maddamsetti, 2022). All of these are indicators of teachers' professional development.

4.1.3. Emotion-cognition dialectics shaping agency for transforming professional practice

The reviewed studies (n = 25) disclosed the emotion-cognition-agency interaction, where teachers' emotion, when driven by context, prompts their cognitive behaviours in ways that shape their agency for transforming their professional practice. For example, Xu et al. (2023) showed that a Chinese EFL teacher's emotional experiences as an assessee in the exam-oriented context drove their cognitive practices such as self-reflecting and scrutinising their conceptions of assessment, which led to changes to their assessment practices. This is echoed by Song (2016), who examined the emotional labour experienced by South Korean EFL teachers dealing with globalisation and returning students with better language proficiency, showing how their emotional responses to these challenges influenced their cognitive strategies to develop their agency for adapting their teaching approaches accordingly. Whilst those undergoing close vulnerability tended to tactically "conceal their own anxiety and insecurity" (p. 651), others experiencing open vulnerability challenged the traditional notion of the teacher as omniscient, demystified the returnees' language abilities, and empathised with the students' difficulties in order to build their confidence in teaching.

In a different case, cognition appeared to shape emotion, which interacted with agency for instructional transformation. Shahri (2018), for instance, highlighted how, through her cognitive engagement in critical pedagogy, an American ESL teacher's emotional attachment to this pedagogy evolved during her MA TESOL programme and interacted with her agentive actions in the classroom, leading to critical approaches taking shape in her pedagogical practices.

Together, these representative studies illustrate how the emotion-cognition dialectics, where emotion and cognition are mutually influential, factor into the enactment of agency, which in turn impacts teachers' professional practices such as altering existing pedagogies (Song, 2016; Xu et al., 2023) and promoting idealisation of a particular pedagogical approach (Shahri, 2018).

4.1.4. Identity-cognition-emotion-agency interactions manifested in teachers' reflective practice for professional learning and development

Although we did not initially set out to identify significant practices such as reflection, our data analysis accumulated evidence from the studies (n = 12) for the outstanding role of reflection in connecting the interactions between identity, cognition, emotion, and agency. We found that reflective practice emerged as crucial for developing teacher's professional practice, intertwining these components, as evidenced by the reviewed studies (e.g., Alosaimi, 2023; Jiang, 2022; Maddamsetti, 2022; Nana & Jing, 2017; Nazari, 2022; Sun and Akbar, 2024). It thus helped us to provide further insights into RQ1: How do language teachers' identity, cognition, emotion, and agency interact to shape teachers' professional practice and development?

The study by Nazari (2022), for instance, demonstrated that focused reflection with deep engagement in teaching and research was the highest-level stage of Iranian teachers' action research (AR) identity construction and agency, allowing them to manage their emotions, create further initiatives to address instructional issues, develop more specialised knowledge, and enhance their reflexivity as AR practitioners. Similarly, Alosaimi (2023) demonstrated that critical self-reflection acted as a driving force for Saudi teachers to reconstruct their life stories serving as a tool for "challenging prior assumptions about their roles and responsibilities as language teachers" (p. 10), exploring and empowering themselves, developing personal understanding of change, and exercising agency during challenging experiences caused by the Covid-19 pandemic.

In a longitudinal investigation into how two Chinese university English teachers reconfigured their identities and modified their professional practices during the curricular changes from English for General Purposes (EGP) to English for Specific Purposes (ESP), Jiang (2022) found that their beliefs about ESP as "a boundary-crossing enterprise" (p. 9) and their continuous reflection on their authority sources (i.e., beliefs about how to be a teacher) and marginalised disciplinary position amidst the institutional hierarchy with implicit power relations played a

determinant role in their negotiation of ESP teacher identity and their enactment of "agency for conducting their identity work in the reform climate" (p. 9), that is, an ESP pedagogy involving collaboration with students and subject-matter teachers.

This representative literature collectively underscores the importance of reflective practice in drawing together critical experiences involving identity, agency, cognition, and emotion under the influence of particular contextual conditions in ways that foster teachers' professional growth, demonstrated by enhanced AR expertise (Nazari, 2022), adaptive pedagogies during disruptive change (Alosaimi, 2023), as well as collaborative ESP pedagogies (Jiang, 2022).

4.2. RQ2: What contextual factors influence the interactions among these components?

In answer to RQ2, this section builds upon the discussion in Section 4.1, which identified specific contextual factors in individual studies, by reporting on the major factors that collectively influence the interplay among identity, cognition, emotion, and agency. These factors include institutional environments, educational reforms, and sociocultural and sociopolitical conditions. The review found that, overall, institutional environments encompass both supportive and constraining factors significantly impacting the identity-cognition-emotion-agency interplay. Furthermore, educational reforms, as well as sociocultural and sociopolitical conditions, often emerge as contextual challenges. These challenges confront teachers at the institutional level, prompting their emotional reactions, cognitive behaviours, and agentive efforts that collectively contribute to their identity (re)formation and professional growth. However, in the selected literature, we recognise the dominant representation of EFL contexts such as China and Iran, as noted in 3.3; therefore, we acknowledge here that these contextual factors should not be fully representative of the global context. Instead, they were identified as prominent recurring factors within the reviewed studies that may resonate with teachers and relevant stakeholders in comparable contexts. The following subsections will explore the influence of these factors in greater detail.

4.2.1. Institutional factors

A number of studies ($n = 30$) show that institutional factors play a critical role in shaping the interplay between teachers' identity, cognition, emotion, and agency, functioning as both enablers and constraints. Supportive institutional cultures, such as collegial collaboration and positive workplace environments, have been shown to foster teachers' agency, professional identity commitment, and engagement with their career, particularly during curricular transitions (Wang & Lam, 2022). Conversely, power dynamics and institutional hierarchies can trigger emotional tensions, influencing teachers' agentive responses and identity development, particularly in their early-career stages (Derakhshan & Nazari, 2023). Institutional constraints, including criticism from observers, lack of recognition, and assessment misalignment, have also been found to limit teachers' autonomy in pedagogical and evaluative practices (Babaii et al., 2020). These findings suggest that institutional environments actively shape teachers' professional trajectories, reinforcing or constraining their agency and identity formation.

Collegial collaboration emerges as a key mediator in managing teachers' emotional and cognitive experiences. Collaborative engagements with students and subject-matter colleagues in ESP teaching can reinforce teachers' beliefs and expanded their professional identity possibilities, allowing them to navigate disciplinary boundaries effectively (Jiang, 2022). Similarly, professional dialogues enable teachers to interpret evolving challenges, assess shifts in their professional identities, and exercise agency in response to external disruptions, such as the COVID-19 pandemic (Alosaimi, 2023). Wu et al. (2022) highlight the role of "collaborative spaces" and "critical dialogues" in co-teaching contexts, which can not only foster identity formation but also help teachers to process marginalisation-related emotions and develop coping strategies. In this sense, collegial collaboration functions as an extended socio-professional network that shapes cognition, manages emotional experiences, and fosters agentive responses to evolving professional landscapes Wang & Lam, 2022. However, collaboration is not always beneficial. Professional tensions, such as hierarchical divides between main and support teachers, can undermine professional self-esteem (Haworth, 2008). These tensions highlight the need for structured support systems to encourage genuine professional partnerships and problem-solving approaches that transcend institutional boundaries.

Furthermore, institutional support, including communities of practice, has been found to enhance teachers' emotional well-being, cognitive engagement, and professional agency (Kocabaş-Gedik and Hart, 2020). Professional learning communities, which foster reflective practices and emotional resilience, can significantly contribute to the development of teachers' identities as teacher-researchers (Wu, 2023). Without such institutional and collegial support, teachers may struggle to navigate emotional tensions, interpret professional realities, and engage in agentive identity work.

4.2.2. Educational reforms

The reviewed studies ($n = 11$) demonstrate that educational reforms often disrupt teachers' established professional identities, prompting agentive identity work driven by emotional and cognitive adaptation. In Iran, post-revolution reforms (i.e., replacing Western values with Islamic principles) have been found to redefine the ideological foundation of English education, challenging teachers' professional roles and constraining their agency within rigid institutional structures. However, these constraints can also stimulate teachers' resistance, allowing them to negotiate their identities within hegemonic constraints (Mirzaee & Aliakbari, 2017). Similarly, curricular reforms in China have prompted teachers to shift from teacher-centred to student-centred pedagogies, an identity transition shaped by emotional fluctuations—from frustration to renewed motivation and to a sense of professional fulfilment (Yang et al., 2021).

Educational reforms also create mediational spaces where teachers' emotional tensions and agentive efforts converge, reinforcing their identities as pedagogical innovators and leaders. In the context of EAP textbook development, curricular shifts in China revealed how implicit power relations within institutions prompted teachers to navigate reform pressures strategically across different levels of power, integrating their cognition, emotion, and agency to enact new, co-reinforcing identities such as EAP teacher and reform leader (Gao & Cui, 2023).

These findings suggest that educational reforms function as problem spaces where teachers engage in cognitive processing, emotional and agentive responses, and identity negotiation to meet evolving professional expectations.

4.2.3. Sociocultural and sociopolitical factors

It was found from the reviewed studies ($n = 16$) that social factors played a remarkable influential role. Sociocultural factors mediate the interactions among identity, cognition, emotion, and agency by presenting both challenges and opportunities for professional development. A Taiwan-based study, for example, revealed that racialised professional hierarchies granted white teachers more professional legitimacy whilst marginalising teachers of Asian descent, resulting in their complex emotional responses (Wu et al., 2022). However, rather than passively accepting this marginalisation, these teachers leveraged strategic language use and cultural positioning to reclaim their agency and construct Asian-American teacher identities. Gao (2021) conceptualises sociocultural influences as a "contextual shop" (p. 6), where teachers draw on their transnational and cultural capital, critical thinking, and intellectual agency to shape their professional trajectories.

Similarly, sociopolitical conditions serve as contextual challenges that stimulate teachers' agentive responses and cognitive efforts, encouraging the development of their professional identities. In China,

structural biases against teachers from non-elite universities created institutional obstacles such as unequal power relations but simultaneously drove teachers to develop micropolitical literacy, allowing them to negotiate academic power dynamics and enhance their professional standing (Lu & Yoon, 2022). Similarly, in Turkey, dominant neo-nationalist and authoritarian discourses prompted teachers to develop sociopolitical awareness, positioning themselves as advocates for refugee learners who exercised agency to challenge systemic educational inequalities (Yazan et al., 2023).

These findings illustrate that sociocultural and sociopolitical factors do not function merely as external constraints but rather as catalysts for cognitive reflection, emotional resilience, agentive action, and identity (re)formation. Teachers engage in strategic adaptation and develop their sociocultural and sociopolitical knowledge to navigate institutional power structures, assert their professional identities, and advocate for pedagogical change.

5. Discussion and conclusion

This scoping review of the empirical LTE research published between 2008 and 2023 investigated how identity, cognition, emotion, and agency interact in context to shape language teachers' professional development, as well as the contextual factors that influence these interactions. The findings suggest that teacher development is not a linear process but rather a dynamic and multifaceted interplay of these components. In particular, emotional experiences appear to be one of the key drivers of agency, influencing how teachers navigate professional challenges and reshape their professional identities, indicating their professional development. Additionally, cognition and emotion were found to be deeply intertwined, with cognitive engagement shaping emotional reactions/responses and vice versa, ultimately influencing pedagogical adaptation and development. Reflective practice emerged as a crucial mediator in these processes, enabling teachers to integrate cognition, emotion, and agency into their evolving professional identities. Importantly, the interactions among identity, cognition, emotion, and agency are deeply influenced by institutional factors, educational reforms, and sociocultural and sociopolitical forces, which often pose significant challenges. This suggests that teachers' professional practice and development are rarely straightforward; instead, they represent a complex, emotionally charged process requiring cognitive engagement and agentive efforts to navigate and negotiate their professional identities. The following subsections will delve more deeply into these major findings.

5.1. Teacher professional development via identity-cognition-emotion-agency interactions in context

This review synthesised findings from multiple studies in the 2008–2023 LTE literature to elucidate the intricate interplay among identity, cognition, emotion, and agency in the socio-professional lives of language teachers. We identified three prominent interactional patterns: (1) emotion functioning as a driver of agency to account for identity formation and professional development, (2) emotion-cognition dialectics influencing identity formation and professional practice, and (3) emotion-cognition dialectics shaping agency for transforming professional practice. These interactions create critical socio-professional spaces, especially in dynamic educational contexts, that accommodate teachers' professional practice and development. The enactment of teachers' agency and the projection of their new identities—processes that are emotionally charged and cognitively demanding or engaging—indicate their professional development. This observation aligns with the Vygotskian concept of *perezhivanie*, which involves individual psychological experiences, encompassing their emotional and cognitive interpretation of reality (Cong-Lem, 2022; Vygotsky, 1994). It is this interpretation that lays the basis for teachers, as our review shows, to enact agentive identity work that culminates in their professional development and transformation in their pedagogical practice.

Although we were unable to measure and determine the strength of each component in the identified interactional patterns, our analysis of the 2008–2023 literature suggests that emotion stands out in terms of its significance in the interactional processes among the components. This finding is also confirmed by more recent work that has similarly underscored the relevance of teacher emotions to the exercise of teacher agency (Cong-Lem & Nguyen, 2024; Janes & Chen, 2024; Nazari & Hu, 2024; Tao et al., 2024), to their cognition (Pena & De Costa, 2020), and to their agentive identity work (Pan et al., 2024; Uştuk & Yazan, 2024). This potential significance of emotion unfolds when it is mediated by the teacher-context relationship where teachers encounter particular contextual affordances or constraints influencing their existing professional practices (Tao et al., 2024). For example, teachers' context-driven emotions, especially negative experiences, as demonstrated by our findings (pattern 1), spur their agency to address professional and contextual challenges, ultimately contributing to the composition of their enhanced professional identities and thus professional development. The successful enactment of agency, as Tao et al. (2024) observed further, can potentially turn negative emotions into positive ones or keep them unchanged, depending on the (dis)enabling factors in the teacher-context relation. Moreover, teachers' emotions in context also interplay bidirectionally with their cognition to influence the (re)formation of their professional identities (pattern 2) and to shape their agency for transforming their pedagogical practice (pattern 3). Based on the evidence from the reviewed studies (e.g., Gao & Cui, 2023; Ghiasvand et al., 2023; Maddamsetti, 2022; Song, 2016; Wu, 2023; Wu et al., 2022), it appears that emotion situated in a catalytic space shaped by (dis)enabling contextual factors plays a central role in the mechanism of the identity-cognition-emotion-agency interactions. These interactions, where emotion takes the stage, can ultimately drive teachers' investments in meeting socio-professional expectations and foster their transformative practices and professional development.

This finding echoes similar theorisations (see e.g., Bagnoli, 2022; Hökkä et al., 2023). In her detailed theoretical exposition, Bagnoli (2022) articulates how emotions are intrinsically tied to the execution of agency. Leveraging the principles of enactivist theory, Bagnoli argues that emotions transcend simple internal states to become proactive, dynamic agents of action. This perspective highlights that emotions contribute significantly to cognitive and agentive decision-making as well as behavioural adaptations by drawing attention to salient features of the immediate environment. Thus, emotions, resonating the finding, are conceptualised as fundamental drivers of agency, navigating individuals through intricate social and moral landscapes and influencing their real-time interactions, and cognitive and adaptive behaviours. This theoretical framework underscores the vital role that emotions play not merely in responding to the world but in actively shaping the social and ethical domains in which agency is manifested. Our finding amplifies a focus on helping teachers to regulate their negative emotional experiences in ways that promote change-oriented mindsets and actions.

Similarly, recent scholarly contributions, notably by Hökkä et al. (2023), have expanded on the interplay between emotion and agency within professional settings, a concept they term "Emotional Agency at Work". Situating this theory within the subject-centred sociocultural approach to understanding professional agency, the authors assert that agency is deeply interwoven with the emotional experiences of individuals and their social environments. This theoretical stance posits that effective agency in workplace contexts necessitates a refined competence in recognising, understanding, and considering both personal and collective emotional dynamics, which in turn significantly influences organisational practices and individual self-management strategies.

Such aforementioned discourses also align closely with broader sociological frameworks, particularly given the focus on adverse emotions, as evident in this review, or experiences of disempowerment. According to Kabeer's theoretical framework on agency (1999), such emotions act

as catalysts that provoke individuals, such as educators, to critically reassess and transform their professional practices. This transformative endeavour involves harnessing available resources—ranging from professional development opportunities to collaborative networks, which relates to the following argument—to effectively respond to and evolve within challenging educational landscapes. This process facilitates not only immediate problem-solving but also enhanced professional practice.

Taken together these theoretical lenses, our review thus amplifies a focus on helping teachers to navigate their negative emotional experiences in ways that promote change-oriented mindsets, attitudes, and especially actions. This is particularly important for language teachers, who, according to Gkonou and Miller (2021), often experience huge emotional labour in their everyday teaching.

Additionally, the focus on personal capabilities such as reflection provides a more nuanced understanding of how it can influence teacher development. As our review suggests, such a capability is central to the constitution of "personal capacity" in context, which involves "the ability to interpret and reflect on the situation as well as the ability to devise and implement appropriate and effective problem-solving actions in response" (Cong-Lem & Nguyen, 2024, p. 9). Reflection, as a personal capability, enables teachers to become cognizant of, understand, and connect emotionally with the socio-professional environment. We posit that it is also through such reflection that teachers react/respond subjectively to environmental stimuli, leading to different ways in which they perceive and emotionally relate to realities, utilise their cognitive resources and strategies, exercise their agency, and (re)construct their professional identities, as shown by the reviewed studies and also substantiated by more recent literature (e.g., Pan et al., 2024). This view on reflection can further explain the complex interplay between identity, cognition, emotion, and agency, for which teachers' reflective practice determines its actualisation, manifestation, and resultant effects on their professional learning, practice, and development.

5.2. Contextual factors shaping identity-cognition-emotion-agency interactions

Brought to the fore by our review are a host of significant contextual factors shaping the interactions amongst identity, cognition, emotion, and agency. Whilst some factors create favourable conditions (e.g., supportive workplace, collegial collaboration) for teachers' professional practice and development, many others (e.g., educational reforms, sociocultural and sociopolitical conditions) tend to cause tensions that lead to deep self-reflections on professional struggles and the need for negotiation for transformation. This finding confirms the recent LTE literature (e.g., Cong-Lem & Nguyen, 2024; Janes & Chen, 2024; Nguyen & Ngo, 2023; Pan et al., 2024; Tao et al., 2024), which indicates that challenging contextual conditions triggered teachers' emotional reactions/responses, cognitive awareness and behaviours, and agentive identity work whilst also offering opportunities for change and development. It also points to the person/teacher-environment relation associated with teachers' *perezhivanie* (Amory & Johnson, 2023; Cong-Lem, 2022; Vygotsky, 1994), which explains how teachers' development is grounded in their lived experiences and interpretations in the socio-professional environment with both affordances and constraints for professional practice and development.

Notably, the significant factors we identified are mostly at the meso (institutional) and the macro (social) levels of teachers' socio-professional context (see Douglas Fir Group, 2016), whilst factors at the micro level appear to exert much less significant impact. It appears that teachers can manage micro-level issues (e.g., classroom teaching and students) better than issues at higher-level contextual levels (e.g., institution and society). This explains why meso-level and macro-level issues emerged in our review as prominent factors influencing their lived professional experiences, as reported by the teachers in the reviewed studies.

However, as a scoping review focused on key themes and influential contextual factors, our study does not aim to establish causal relationships or provide an exhaustive analysis of how these factors are interconnected. Whilst we recognise, as noted by a reviewer of this paper, the potential interconnectedness of various contextual factors, addressing this complexity lies beyond the scope, objectives, and capacity of our review. Indeed, the 64 studies included in our analysis did not explicitly report on the interconnectedness of these contextual factors; instead, they primarily demonstrated the influence of individual factors on the identity-cognition-emotion-agency interplay. A few studies (e.g., Karimi & Mofidi, 2019; Mulu et al., 2022; Nazari et al., 2023; Ruan & Toom, 2022; Song, 2016; Wu et al., 2022) identified the impacts of both institutional and social factors, but these were not explicitly examined as interconnected influences. One rare study (i.e., Gao & Cui, 2023) found that teachers experienced emotions at different levels of context (micro, meso, and macro) and enacted their agency across these levels to construct new identities, adding to the Douglas Fir Group's (2016) socio-ecological framework. Thus, there remains insufficient empirical evidence detailing how various contextual factors interconnect to shape the identity-cognition-emotion-agency dynamics. Accordingly, our review reported on the specific major contextual factors—institutional, sociocultural, sociopolitical—identified as influential in shaping this interplay rather than speculating about their interconnections. Despite this, we recognise the potential that contextual factors across different levels might interact in a multidirectional manner to influence teachers' professional practice and experiences, given that they are at the centre of a multi-layered socio-ecological context (Gao, 2019) and that they can experience emotions at different levels of context and exercise cross-level agency to construct new identities (Gao & Cui, 2023).

5.3. Implications for theory

The findings from this review suggest that, because of the context-specific interconnectedness of identity, cognition, emotion, and agency, language teacher development should be viewed as a holistic process where these multiple components of their socio-professional lives interact dynamically in particular sociocultural environments. Existing theoretical models should therefore be expanded to accommodate these components. For example, they can be integrated into the Douglas Fir Group's (2016) socio-ecological framework (see subsection 2.5), including the micro level of social activity, the meso level of sociocultural institutions and communities, and the macro level of ideological structures (Fig. 2). This integration can provide a holistic framework for teachers and teacher educators to understand teachers' professional practice and development (Gao, 2019) and for LTE researchers to utilise as a comprehensive analytical tool for exploring the identity-cognition-emotion-agency interactions nested within different layers of context or within the potential interplay of different contextual factors.

Vygotsky's (1994) concept of *perezhivanie* can also fit into this integrated framework. Although *perezhivanie* originally concerns the person-environment relation and cognition-emotion dialectics (Amory & Johnson, 2023; Cong-Lem, 2022), it can be utilised to capture teachers' agentive identity work, which is, as the reviewed literature suggests, a higher-order socio-psychological phenomenon imbued with cognitive engagement and emotional experiences in context. It is within this *perezhivanie* that contextual influences are refracted through teachers' subjectivity and emotional connection with the social environment/event (Cong-Lem, 2022; Vygotsky, 1994) to determine distinct ways in which they learn and develop professionally. Recent research (e.g., Dang, 2013; Nguyen & Ngo, 2023) has also recommended using *perezhivanie* to explore emotion, agency, and identity amidst contextual challenges. This incorporation, we expect, can more comprehensively capture the intricacy of language teacher development and provide more nuanced explanations.

Furthermore, the integrated framework we have proposed should

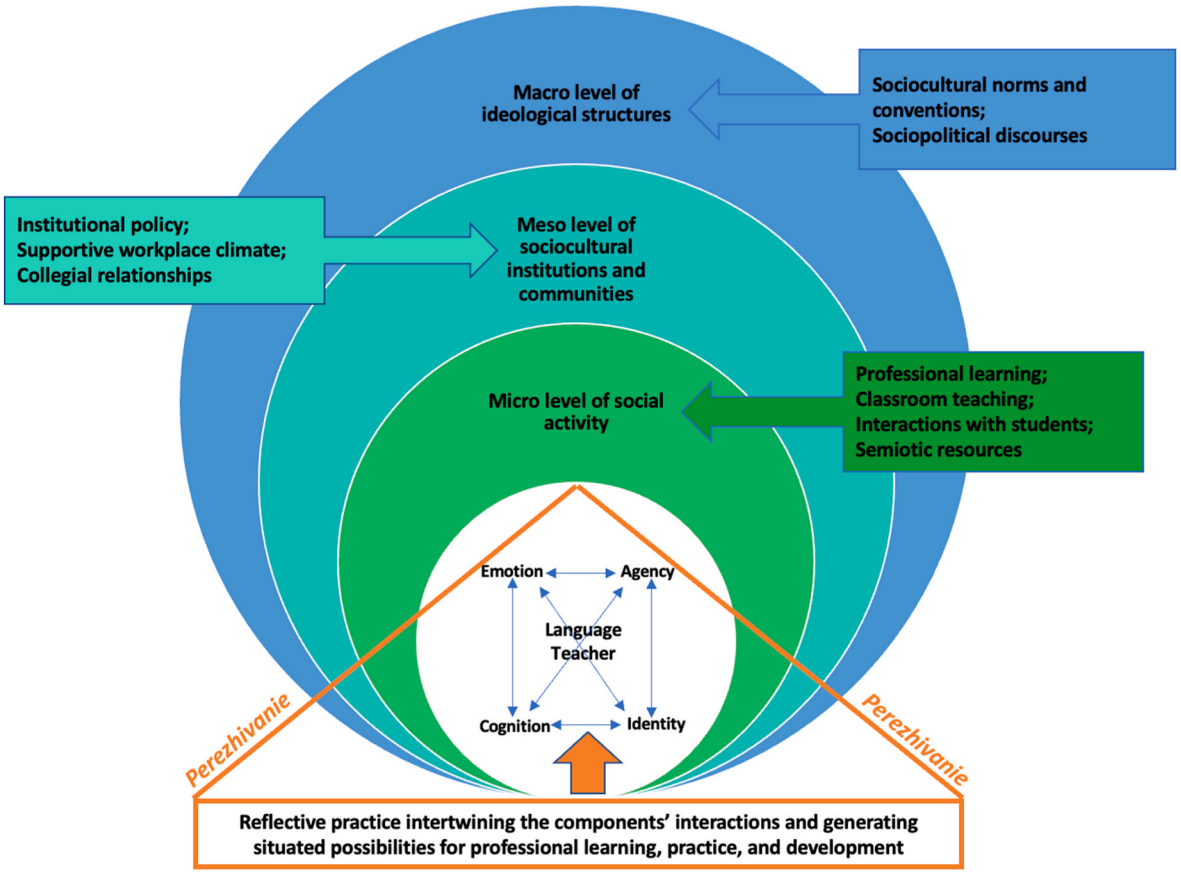


Fig. 2. Identity-cognition-emotion-agency interactions in context, *perezhivanie*, and reflective practice.

also feature the crucial role of teachers' ability to reflect critically on their experiences and practices as part of their personal capacity (Cong-Lem, 2024; Cong-Lem & Nguyen, 2024). This ability is key to ensuring the operational mechanism of the identity-cognition-emotion-agency interplay, as it enables teachers to develop understandings of themselves and reality, professional knowledge, interpretations of their lived emotions, as well as responses and courses of actions in the midst of contextual influences on their professional work. This reflective practice, as our review indicates, intertwines the interplay between identity, cognition, emotion, and agency, as well as constitutes a dynamic, catalytic space wherein situated possibilities for professional learning, practice, and development emerge. Future theoretical work could build on this notion to develop context-specific frameworks that reflect the dynamic and interconnected nature of the teacher-related constructs (i.e., identity, cognition, emotion, and agency) and the place of teachers' reflective practice as well as overall personal capacity in the overall picture of their professional practice and development.

Fig. 2 depicts the integrated framework, with the Douglas Fir Group's (2016) model giving context to the teacher's *perezhivanie* which involves the dynamic interplay of identity, cognition, emotion, and agency, and the teachers' reflective practice playing a central role in operating such an interplay and generating situated possibilities for professional practice and development.

5.4. Implications for practice

The insights gleaned from this review offer implications for language teacher education and professional development. To support language teacher development effectively, LTE programmes should create environments that address their unique lived-through emotional experiences, cognitive engagement, and agentive identity work. This could be achieved by transforming the learning process from a decontextualised activity into the collaborative, contextualised creation of knowledge and enabling teachers to utilise their own resources in this process (Kumaravadivelu, 2006). An example of this LTE practice could be the incorporation of context-specific case studies through which teachers are prompted to examine and address critical professional experiences by drawing on their cognitive, emotional, and agentive resources and collaboration with others. This would allow them to better understand their current identities, personal agentive capacity, emotional dynamics in relation to a particular context of practice as well as negotiate for new identities by capitalising on situated possibilities for learning and development.

Besides, incorporating reflective practice into LTE programmes can enable language teachers to engage more deeply in cognitive processes shaping their practice and take control over their contextually situated emotions, thus enhancing their professional agency and identities (see also Janes & Chen, 2024; Pan et al., 2024). Implementing practices that integrate emotional support, cognitive engagement, and reflective activities can create a more holistic approach to teacher development, ensuring that teachers look into the past, contemplate the present, and actively imagine the future (Kayi-Aydar, 2019a) for on-going professional development throughout their careers.

Given the importance of collaborative and supportive environments, such as professional learning communities supported by institutions, colleagues, and the broader stakeholdership, these environments should be cultivated continuously as they provide essential emotional and cognitive support as well as affordances for agency and for transformative identity enactment. These environments can foster a sense of belonging and potential for professional learning by allowing teachers to capitalise upon resources, knowledge, and expertise offered by others in

their communities of practice to address the gap between the current level of development achieved and the potential level of development that can be reached with the assistance of more capable individuals (Golombek & Doran, 2014). Also, in such environments, teachers and their collaborators can together solve problems of practice—a process potentially imbued with complex emotions, cognitive processes, agentive discourses and actions, and identity negotiation—to promote their zone of collaborative development (Balakrishnan & Claiborne, 2012), a source of both individual and collective growth in the profession.

In addition, educational reforms, as demonstrated by our review, bring about opportunities for change but they are also a site of identity, cognitive, emotional, and agentive struggles for teachers—forefront stakeholders at the receiving end. Reform agendas which introduce normative beliefs can provoke teachers' strong emotions and lead to their micropolitical behaviours of resistance or proactive efforts to alter and improve their working conditions (Kelchtermans, 2005). To create spaces for teacher development in such reforms, these should be designed to align with teachers' beliefs (Ham & Dekkers, 2019) and provide necessary emotional support to address their vulnerability amidst change (Kelchtermans, 2005). Such alignment can reduce cognitive/identity-related dissonance and emotional labour, thereby supporting the enactment of their agency and the (re)construction of their professional identities.

As sociocultural and sociopolitical factors constitute a broader contextual backdrop against which teachers' cognition-high, emotion-laden, and agentive identity work unfolds, it is necessary for LTE agendas to consider how to develop teachers' sociocultural agency, involving their understanding of and responses to social ideologies and sociopolitical forces impacting their local professional practices (Pappa et al., 2019). This could possibly be achieved by assisting teachers to engage with particular sociocultural contexts and explore various possibilities for transformation as well as by developing their micropolitical literacy to address sociopolitical discourses at the local level (Kelchtermans, 2005).

5.5. Limitations and future research directions

Despite its comprehensive scope, our review has certain limitations. The review highlighted key themes and influential contextual factors in the identity-cognition-emotion-agency literature, but given space constraints, it did not provide a detailed survey of the included studies to systematically explore their bibliometric information. Although this area was beyond our focus, we have provided a detailed appendix for reference to the examined literature. Future reviews could conduct a more elaborate survey, potentially with a systematic, bibliometric approach, to better map the landscape and evolution of this growing body of research.

In addition, we excluded grey literature and focused only on peer-reviewed studies, prioritising methodological rigour and thematic inclusivity over comprehensive coverage and regionally representative sampling. The concentration of studies from certain regions reflects where research interest in identity, cognition, emotion, and agency in LTE is more prominent, rather than a selection bias in our review process. Whilst this geographic distribution may limit the generalisability of some findings, it highlights significant trends in regions with an established focus on these topics. Future reviews could focus on specific regions or countries to provide more nuanced insights into the interactive patterns of identity, cognition, emotion, and agency, as well as contextual factors endemic to those areas, thus better informing local educational practices.

Finally, our review primarily focused on identifying prominent contextual factors shaping the interactions among identity, cognition, emotion, and agency. Whilst we acknowledge that these factors may be interconnected in complex ways within specific contexts, exploring this complexity was beyond the scope of our review. Moreover, the studies included in our review (see Appendix) predominantly examined the impacts of individual contextual factors rather than their interconnected influences, limiting our ability to delve further into their interconnections. Future research could investigate the mechanisms through which various contextual factors—such as institutional idiosyncrasies, educational reforms, and sociocultural or sociopolitical resources—interplay to shape these dynamics. Holistic investigations in this area could utilise the socio-ecological *perezhivanie*-based framework we propose (Fig. 2) to identify context-specific patterns of identity-cognition-emotion-agency dynamics in the person/teacher-environment relationship (Amory & Johnson, 2023; Vygotsky, 1994) and especially the interconnections among different influential contextual factors to offer resonating implications for language teacher education.

CRediT authorship contribution statement

Khoa Dang Truong: Writing – original draft, Visualization, Methodology, Formal analysis, Data curation, Conceptualization. **Ngo Cong-Lem:** Writing – original draft, Software, Formal analysis, Data curation, Conceptualization. **Bingqing Li:** Writing – review & editing, Visualization, Conceptualization.

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Appendix

Overview of 64 studies included in the review.

Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
1. Alosaimi (2023)	To investigate the impact of COVID-19 on the	-Participants: Seven EFL teachers at a Saudi university.	-COVID-19 catalysed reflection and change.	Institutional:	- Identity-cognition-

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
	professional identities of EFL teachers	-Data Collection: Narrative inquiry, Life Story Interviews; analysed using reflexive thematic analysis.	-Transformation of professional identities through delegitimisation, reconstruction, and empowerment. -Strategies to support teacher identity development in challenging contexts.	- Collegial collaboration	emotion-agency
2. Amini et al. (2020)	To explore the nature of moral dilemmas in language classes and teachers' criterial beliefs in responding to these dilemmas	- Participants: Eight Iranian experienced EFL teachers. - Data Collection: Recorded interviews; analysed using systematic coding analysis.	- Teachers encountered moral dilemmas in disciplinary and educational aspects. - Moral judgments influenced by knowledge, experience, intuition, teaching context, and learners' history. - Findings emphasise the importance of moral identity in teacher cognition for teacher education.	Institutional: - Workplace regulations	- Identity-cognition-emotion-agency
3. Amory and Johnson (2023)	To explore the interplay between cognition and emotion in developing language teacher cognition	- Participants: Two novice teachers in an MA TESOL programme in North America. - Data Collection: Dialogic reflective teaching journals, professional development plans, final reflective essays.	- Cognition and emotion interplay crucial for psychological development. - Mediational spaces in teacher education help novice teachers process and understand emotional experiences. - Foregrounds affect, feeling, and emotion as shared social endeavours.	Institutional: - New teaching context within the practicum	- Identity-cognition-emotion-agency
4. Aslan (2015)	To examine the interface between NS/NNS identities and teacher cognition	- Participants: One foreign language teacher in the US teaching French and German. - Data Collection: Semi-structured interviews, classroom observations; analysed using complexity theory.	- NS and NNS identities influenced teacher cognition, especially beliefs about teaching grammar. - Teaching practices affected by language, culture, teaching style, and perceptions of language varieties. - Professional identity mediates target L2 cultures in the classroom.	/	- Identity-cognition-emotion-agency
5. Avalos-Rivera (2020)	To examine how a Mexican teacher discursively negotiated his professional identity	- Participants: One middle-class Mexican teacher of English. - Data Collection: Narrative analysis of storytelling.	- Professional identity negotiation influenced by peers' support, mentor's influence, and ideologies such as the native speakers' fallacy. - Social class and dominant ideologies interacted in the participant's storytelling. - Shows the struggle between agency and social structures in professional identity negotiation.	Institutional: - Students	- Emotion-agency-identity
6. Babaii et al.(2020)	To explore assessment-related Critical Incidents and their contributions to teachers' identity development	- Participants: 13 Iranian L2 teachers. - Data Collection: Narrative frames, cognitive interviews; analysed using grounded theory and thematic analysis.	- Assessment-related CIs influenced teachers' self-images and roles. - Institutional restrictions limited teachers' preferred assessment practices and autonomy. - Suggests unpacking teachers' assessment CIs to enhance educational systems' effectiveness.	Institutional: - Restrictions such as criticism, lack of recognition, and assessment	- Identity-cognition-emotion-agency
7. Bačová and Harrison (2023)	To explore the relationship between motivation, identity, and context in Slovak EFL teachers' engagement	- Participants: Slovak EFL teachers at an English language theatre festival. - Data Collection: Teacher questionnaires (N = 20), semi-structured interviews (N = 8), focus group of event organisers (N = 6).	- LTA influenced by contextual factors, and teacher emotions. - Theatre festival provided a supportive context for LTA. - Importance of engaging in intrinsically motivating activities highlighted.	Institutional: - Extra-curricular activities	- Emotion-agency-identity
8. Barahona and Ibaceta-Quijanes (2020)	To investigate Chilean English teachers' perceptions of their work and identity	- Participants: 716 Chilean teachers of English. - Data Collection: Online questionnaire; analysed using thematic analysis.	- Teachers feel satisfied but also undervalued and illegitimate. - Factors contributing to these perceptions include standards frameworks, working conditions, and salary levels. - Calls for a more complex understanding of motivations driving English language teacher identity development.	Institutional: - Collegial collaboration	- Identity-cognition-emotion-agency

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
9. Chen J. C (2020)	To explore how an ESL teacher reconstructs her identity in an online 3D virtual environment	- Participants: One ESL teacher transitioning to Second Life (SL) teaching in the US. - Data Collection: Narrative inquiry, blogging, shadowing, interviews; analysed using action research methodology.	- Transition to SL teaching fostered professional growth and identity reconstruction. - Teacher exhibited resilience and adaptability, learning new skills and understandings of online teaching. - Opens new avenues for virtual teacher training and professional development.	Educational reforms: - Technology and task-based teaching	- Emotion-cognition-identity
10. Chen M. (2022)	To explore the relationships between digital affordances and teacher agency during the pandemic	- Participants: Two Chinese language teachers during COVID-19 online teaching. - Data Collection: Reflective interviews.	- Teachers utilised digital affordances to exercise agency. - Teaching beliefs and social contexts influenced agency. - Ecological view linked classroom dynamics with social environment, implying adaptable instructional practices.	/	- Emotion-cognition-agency
11. Colegrove and Zúñiga (2018)	To explore a first-grade ESL teacher's agency and identity in project-based instruction	- Participants: One first-grade ESL teacher in USA. - Data Collection: Video-cued ethnography.	- Professional agency supported dynamic teaching practices. - Reflection on project-based instruction revealed opportunities for enacting agency. - Created classrooms of hope, especially in marginalised communities.	/	- Emotion-agency-identity
12. Cowie (2011)	To examine the contribution of emotions to the professional lives of EFL teachers	- Participants: EFL teachers at Tokyo universities. - Data Collection: Interviews.	- Teachers expressed emotional warmth towards students. - Negative emotions towards colleagues and institutions. - Suggested collaborative discussions on emotional impacts and moral purpose in teaching.	Institutional: - Collegial relations	- Emotion-cognition-identity
13. Derakhshan et al., 2023	To examine how EFL teachers represent emotions through metaphors and the socio-cultural factors influencing these representations	- Participants: Seventeen Iranian EFL teachers. - Data Collection: Semi-structured interviews.	- Metaphors instantiated emotions and sociocultural teaching context. - Anger characterised bi-modally through positive and negative metaphors. - Contextual idiosyncrasies mediated emotional characterizations.	Sociocultural and sociopolitical: - Discourses and cultural significations	- Emotion-cognition-identity
14. Derakhshan and Nazari (2023)	To describe the emotional critical incidents of a novice language teacher and their impact on identity construction	- Participants: One novice language teacher in Iran. - Data Collection: Semi-structured interviews, observational field notes, stimulated recall interviews, online narratives; analysed using Schutz et al.'s (2018) and Zembylas' (2002) frameworks.	- Emotional CIs influenced the teacher's professional identity and perceptions. - Limited institutional agency created identity tensions. - Suggests reducing the emotional gap between policymakers and novice teachers to address teacher attrition.	Institutional: - Power relations and collegial relationships	- Emotion-cognition-identity
15. Eslamdoost et al. (2020)	To manage the identity conflicts that arise within EFL teaching contexts in Iran	- Participants: Two Iranian EFL teachers. - Data Collection: Narrative reflections elicited via online social media groups.	- Identities derived from dynamic interactions within language education policies. - Conflicts across personal beliefs and external expectations. - Emphasised ongoing professional development in politically charged contexts.	Sociocultural and sociopolitical: - Language policies and external expectations	- Emotion-cognition-identity
16. Gao (2021)	To analyse a language teacher's life experience to understand transnational teacher identity development	- Participants: One language teacher in China. - Data Collection: Critical ethnographic narrative; analysed using language socialization theory.	- Transnational teacher identities develop through multiple identities and recurring stages. - Translanguaging, transcultural, and transnational capitals are crucial for identity development. - Critical thinking and intellectual agency stimulate identity formation.	Sociocultural and sociopolitical: - Social changes in China	- Identity-cognition-emotion-agency
17. Gao and Cui (2023)	To examine the dual identity construction of a teacher and reform leader in EAP textbook development	- Participants: One EAP teacher and reform leader in China. - Data Collection: Longitudinal case study; analysed using Douglas Fir Group's (2016) framework.	- Emotional tensions during textbook development served as an agentive resource for identity construction. - Interplay of emotional tensions, agentive actions, and identity formation, with implications for	Educational reforms: - Textbook development	- Emotion-agency-identity

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
			leadership identity construction during educational reforms.		
18. Ghiasvand et al. (2023)	To investigate the identity conflicts of Iranian EFL teachers and their influence on identity construction and confrontation strategies	- Participants: 30 Iranian EFL teachers (15 novice, 15 experienced). - Data Collection: Semi-structured interviews, narrative frames; analysed using MAXQDA software.	- Identity conflicts due to mismatched teaching philosophies and personal-professional self-conflicts were common. - Novice teachers faced conflicts related to clothing and appearance, whilst experienced teachers faced power relations, policy mandates, and traditional syllabus issues. - Strategies to confront conflicts included negotiation, avoidance, and suppression. - The study provides implications for L2 teachers and educators on identity conflicts and resolutions.	Institutional: - Collegial relationships	- Emotion-agency-identity
19. Goktepe and Kunt (2021)	To explore the identity construction of a novice EFL teacher in Turkey	- Participants: One novice EFL teacher in Turkey. - Data Collection: Reflective teaching narratives, teaching diary, semi-structured interviews, observation notes; analysed using sociocultural and post-structural approaches.	- Induction programmes may negatively affect novice teachers' identity construction by limiting experimentation and participation. - Presents a model showing how LTI shifts from imagined to imposed identities shaped by beliefs, pre-service education, community relations, and contextual factors. - Discusses implications for LTI construction in EFL contexts.	Institutional: - Students' language proficiency	- Emotion-agency-identity
20. Gu, Liang, and Wang (2022)	To explore the emotional experiences of Chinese EFL teachers in livestream teaching	- Participants: Five Chinese EFL teachers. - Data Collection: Interviews, case documents; analysed for emotional experiences during livestream teaching.	- Teacher emotions during livestream teaching were influenced by interactions between goals and the environment. - Negative emotions included anxiety, stress, and anger, whilst positive emotions included satisfaction, love, and happiness. - Teacher emotions impacted their professional development by deepening their understanding of online teaching, shaping identities, and motivating actions. - Suggests developing coping strategies for various emotions to sustain professional development in online teaching.	Educational reforms: - Online learning community	- Emotion-agency-identity
21. Gu, Mao, and Wang (2022)	To explore how a secondary EFL teacher in Western China enacts his agency for professional development	- Participants: One secondary EFL teacher in Western China. - Data Collection: Narrative study; analysed for teacher agency.	- The teacher enacted agency through adaptive teaching and autonomous learning. - Agency was influenced by past experiences, long-term goals, teaching beliefs, and the challenging working environment. - Suggests implications for teacher agency research and practice in under-resourced environments.	Educational reforms: - Livestream teaching	- Identity-cognition-emotion-agency
22. Gülşen and Dikilitaş (2023)	To explore the experiences of Turkish EFL teachers in a CLIL context and how it impacts their identity construction	- Participants: Four secondary school Turkish EFL teachers in a new Soft-Content and Language Integrated Learning (CLIL) context. - Data Collection: Focus group interview, netnography, stimulated recalls; analysed using inductive content analysis.	- Role conflicts due to lack of pedagogical knowledge on content and language integration impeded the construction of an encompassing CLIL teacher identity. - Identity reconstruction was based on either content or language teacher identities.	Educational reforms: - Content and language integrated learning	- Emotion-agency-identity
23. Haim et al. (2022)	To investigate how EFL teachers' linguistic and cultural repertoire influences their professional learning	- Participants: Thirty novice bilingual and multilingual EFL teachers. - Data Collection: Interviews, instructional materials; analysed using inductive content analysis.	- Teacher learning linked to sociocultural and plurilingual backgrounds. - English perceived as primary, other languages secondary yet fundamental.	Sociocultural and sociopolitical: - English granted a primary role	- Identity-cognition-emotion-agency

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
			- Multilingual teachers exhibit experienced stances on teaching, broader representations of language acquisition.		
24. Haworth (2008)	To explore the impact of EAL students on class teachers' professional identities	- Participants: Eight class teachers in four New Zealand primary schools. - Data Collection: In-class observations, reflective discussions; analysed for impact of EAL students.	- Presence of EAL students created tensions affecting teachers' professional identities. - Tensions involved self-efficacy, teaching roles, relations with support teachers, and professional development priorities. - Calls for more collaborative ways of solving problems and support for teachers.	Institutional: - Collegial collaboration	- Identity-cognition-emotion-agency
25. Huang and Guo (2019)	To follow the cognitive, emotional, and behavioural developments in Chinese college English teachers' professional identities	- Participants: Three Chinese college English teachers. - Data Collection: Longitudinal qualitative approach over four years; analysed for professional identity formation.	- Identity negotiation involved reconciling new expectations and conflicting demands. - Cognitive, emotional, and behavioural developments mapped over four years. - Practical implications for college English teachers' adaptation to managerialism in higher education.	Institutional: - Managerial context	- Emotion-cognition-identity
26. Huang (2021)	To examine the professional development of a Hong Kong ESL teacher and the factors influencing her professional identity	- Participants: One Hong Kong early career ESL secondary teacher. - Data Collection: Interviews, informal communications, autobiography; analysed over seven-eight years.	- Teacher attrition and sustainable professional development influenced by school and social contexts. - Affordances and constraints on teacher agency and identity highlighted. - Long-term experiences reveal complex interplay of personal and professional development.	Sociocultural and sociopolitical: - Hong Kong's changing sociopolitical environment	- Emotion-agency-identity
27. Ismail et al. (2023)	To explore how ELT teachers adapt their identity to institutional reform of participatory classrooms	- Participants: Two English Language Teachers in the UAE. - Data Collection: Interviews; analysed using a post-structural framework.	- Institutional reform affected teacher identity and agency differently. - Disparities in adapting to participatory approach classrooms highlighted. - Insights into how institutional reforms present obstacles for instructors.	Educational reforms: - Participatory learning classrooms	- Emotion-agency-identity
28. Jeon et al. (2022)	To investigate how primary school English teachers in South Korea use ICT affordances in large-sized L2 classes	- Participants: Ten primary school English teachers in South Korea. - Data Collection: Semi-structured interviews; analysed for teacher agency in L2 online teaching.	- Teacher agency guided by pedagogical beliefs evolved ICT affordances. - Characteristics of young learners mediated agency enactment. - Academic implications for teacher agency in addressing pedagogical challenges in online teaching.	/	- Identity-cognition-emotion-agency
29. Jiang (2022)	To explore how two Chinese EFL teachers engage in identity work in a changing curricular landscape	- Participants: Two Chinese EFL teachers. - Data Collection: Narrative frames, semi-structured interviews; analysed using Foucault's notion of ethical self-formation.	- Relations between stable and evolving elements of identity work revealed. - Ethical agency based on reflective responsiveness emphasised. - Importance of nourishing teachers' reflective identity work during educational change.	Institutional: - Collegial collaboration	- Identity-cognition-emotion-agency
30. Kaldonek-Crnjaković1 & Fišer (2021)	To explore how teachers position students with dyslexia and themselves in the educational context	- Participants: Ten in-service Croatian primary and secondary school teachers. - Data Collection: Semi-structured interview, lesson observations; analysed using positioning theory.	- Teachers positioned students with dyslexia positively, with diverse self-positioning. - Inclusive learning environments created through adapted teaching approaches. - Emotional labour experienced by teachers, with both costs and rewards.	Institutional: - Students with dyslexia	- Emotion-agency-identity
31. Karimi and Mofidi (2019)	To explore the identity development of two EFL teachers using activity theory	- Participants: Two EFL teachers in Iran. - Data Collection: Face-to-face interviews, class observations, Instagram pages; analysed using activity theory.	- Identity development mediated by personal experiences, teaching practice, social structures, and future-oriented ideals. - Power relations and tensions in identity negotiation highlighted.	Sociocultural and sociopolitical: - Family's influence Institutional: - Colleagues and students	- Emotion-agency-identity

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
			- Suggests explicit focus on teacher identity in teacher education initiatives.		
32. Kim et al. (2020)	To examine Korean teachers' perceptions and practices of assessment literacy	- Participants: 127 Korean teachers (survey), 15 teachers (interviews). - Data Collection: Survey questionnaires, interviews; analysed for assessment literacy implementation.	- Discrepancies between perceptions and practices of performance assessment. - Diverse reactions towards teacher-based assessment, influenced by assessment knowledge and contextual constraints. - Emphasises the importance of teacher agency in assessment literacy.	Educational reforms: - Constraints	- Emotion-agency-identity
33. Kitade (2015)	To examine the cognitive development of Japanese language teachers in CALL environments	- Participants: Two Japanese language teachers. - Data Collection: Narrative inquiry; analysed using activity theory framework.	- Cognitive development influenced by sociocultural and cognitive dissonance. - Teachers became aware of the social nature of technology through challenges. - Change in perceptions impacted pedagogical usage and constituted agency.	Educational reforms: - Technology	- Emotion-cognition-agency
34. Kocabaş-Gedik and Hart(2020)	To explore the teacher identity construction of two novice NESTs in Turkey through the lens of emotional labour	- Participants: Two novice native English-speaking teachers in Turkey. - Data Collection: Journal entries, semi-structured interviews, field notes; analysed using a post-structuralist approach.	- Emotional labour influenced investment and participation in communities of practice. - Educational background, local language competence, and supportive discourses affected trajectories. - Highlights the interplay of emotional labour with teacher identity and burnout.	Institutional: - Institutional and collegial support	- Emotion-agency-identity
35. Li and De Costa (2017)	To explore the negotiation of a Chinese EFL teacher's teaching identity in a neoliberal context	- Participants: One Chinese EFL teacher. - Data Collection: Classroom observations, interviews, teaching materials, WeChat posts; analysed using an agency-centred approach.	- Professional identity negotiated in relation to agency exercise and investment. - Agency supported transcending prescribed teaching roles, aligning with teaching beliefs. - Highlights the impact of neoliberal educational contexts on teacher identity.	Institutional: - Institutional constraints	- Identity-cognition-emotion-agency
36. Lu and Yoon (2022)	To examine the influence of power relations on the research practice of EFL academics in China	- Participants: Six EFL academics in China. - Data Collection: Semi-structured interviews, narrative frames, document analysis; analysed for power relations in research practice.	- Power relations influenced research engagement and researcher identity construction. - Marginalised status of non-elite university researchers highlighted. - Agency exerted through micropolitical literacy to navigate academic culture.	Sociocultural and sociopolitical: - Discourse around teachers' education background	- Emotion-agency-identity
37. Lu and Zhang (2023)	To investigate how two EFL teachers integrate teacher and researcher identities for sustainable professional growth	- Participants: Two EFL teachers in China. - Data Collection: Semi-structured interviews, narrative frames, document analysis, academic profiles; analysed using an identity lens.	- Identity trajectories involved dealing with identity deficits and tensions. - Agency enacted to address identity conflicts and pursue sustainable career paths. - Highlights the importance of integrating teacher and researcher identities for professional growth.	Institutional: - Institutional research policy	- Emotion-agency-identity
38. Maddamsetti (2021)	To explore how a Latinx ESL teacher's emotions shape her identity as an advocate for emergent bilinguals	- Participants: One Latinx elementary ESL teacher in USA. - Data Collection: Qualitative data on emotions and identity construction; analysed using critical discourse analysis.	- Emotional tension shaped advocacy identity for emergent bilinguals. - Resistance to normative discourses and power relations over career highlighted. - Calls for institutional support for minoritised language teachers in advocacy work.	Educational reforms: - Changing language policies	- Emotion-agency-identity
39. Maddamsetti (2022)	To examine how two Massachusetts teachers negotiate advocacy identity dissonances	- Participants: One elementary-level content teacher and one elementary-level ESL teacher in Massachusetts.	- Identity dissonances influenced teacher advocacy actions. - Different negotiation strategies depended on agency and social identity positionings.	Institutional: - Institutional constraints Educational reforms: - Changing language policies	- Emotion-cognition-identity

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
		- Data Collection: Qualitative data; analysed using critical discourse analysis.	- Suggests using identity dissonances to develop teacher agency and advocacy actions.		
40. Mansouri et al. (2021)	To examine how Iranian EFL teachers develop their language assessment literacy and its impact on their identity and agency	- Participants: 13 Iranian EFL teachers. - Data Collection: Open-ended questionnaire, classroom observations, simulated recalls, semi-structured interviews; analysed using thematic analysis.	- Institutional assessment policies limited teachers' autonomy and agentive assessment practices. - Teachers' professional identity and agency influenced by institutional context and policies. - Suggests aligning language assessment literacy with teachers' professional agency.	Institutional: - Institutional constraints	- Identity-cognition-emotion-agency
41. Mirzaee and Aliakbari(2017)	To investigate the identity construction processes of an Iranian EFL teacher	- Participants: One Iranian EFL teacher. - Data Collection: Life history approach with critical-event focus; analysed using social ecology of identity.	- Teacher identities highly socially constructed with limited personal agency. - Highlights the narrative of teachers challenging hegemonic structures. - Boundary crossing and brokering roles less effective in similar value and communication contexts.	Educational reforms: - Changes in educational policies in Iran	- Emotion-cognition-identity
42. Mora et al. (2016)	To compare the identity development of Mexican novice language teachers raised locally and those repatriated from the USA	- Participants: Six Mexican novice language teachers (three locally raised, three repatriates). - Data Collection: Retrospective life-history research, academic documents; analysed for identity and investment.	- Marked differences in identity development between locally educated and returnee teachers. - Locally educated teachers had stable identities, whilst returnees faced fragmented identities due to complex transitions. - Impact on investment in educational and work opportunities highlighted.	Sociocultural and sociopolitical: - Home context	- Emotion-agency-identity
43. Mulu et al. (2022)	To explore how experienced EFL teachers' professional identities are shaped by personal agency and contextual conditions	- Participants: Two experienced EFL teachers in secondary schools in Ethiopia. - Data Collection: Semi-structured in-depth interviews; analysed using thematic analysis within a qualitative hermeneutic phenomenological frame.	- Professional identity shaped by personal agency and challenging contextual conditions. - Challenges and teacher emotions central to identity formation. - Suggests attention to implicit messages conveyed to teaching personnel.	Sociocultural and sociopolitical: - Social status Institutional: - Administration	- Emotion-agency-identity
44. Nana and Jing (2017)	To report on the dynamic construction of researcher identities among Chinese university EFL teachers	- Participants: Four Chinese university EFL teachers. - Data Collection: Narratives; analysed for researcher identity construction.	- Different trajectories through research experience stages (beginning, stagnation/development, struggle). - Academic learning contexts contributed to researcher identity, whilst institutional and social contexts were constraining. - Motivation, publications, qualifications, and networking impacted researcher identity.	Institutional: - Institutional research policy	- Identity-cognition-emotion-agency
45. Nazari (2022)	To examine L2 teachers' identity construction across the stages of action research	- Participants: Four L2 teachers in Iran. - Data Collection: Semi-structured interviews, reflective journals, classroom observations; analysed for action research identity.	- Identity construction navigated through four stages: plan, act, observe, reflect. - Positive emotions and increased agency during the observer stage. - Highlights role of emotions and need for teacher educator support.	/	- Identity-cognition-emotion-agency
46. Nazari et al. (2023)	To explore the emotional aspects of Iranian English language teachers' language assessment literacy	- Participants: Iranian English language teachers. - Data Collection: Narrative frames, classroom observations, post-class discussions, semi-structured interviews; analysed for emotional critical incidents (CIs).	- Emotional side of LAL shaped by personal, institutional, and sociocultural ecologies. - Agency, emotion labour, need for voice, and broader assessment discourses defined LAL-related emotional CIs.	Sociocultural and sociopolitical: - Discourse of test-wiseness - Wrong passion Institutional: - Voice - Professional development opportunities	- Emotion-cognition-agency
47. Reis (2011)	To explore the negotiation of a non-native English-speaking teacher's professional identity in response to the native speaker myth	- Participants: One NNEST teaching a graduate-level writing course in USA. - Data Collection: Classroom observations, interviews, dialogic journal; analysed using Vygotskian Sociocultural Theory.	- Teacher's beliefs and attitudes towards NS myth evolved, challenged it, but remained ambivalent. - Professional identity negotiation influenced by challenging NS myths and empowering students.	Sociocultural and sociopolitical: - Native speaker myth	- Identity-cognition-emotion-agency

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
48. Ruan and Toom (2022)	To explore female EFL teachers' professional agency in the Chinese higher education setting	- Participants: 167 female EFL teachers in China (metaphor investigation), nine interviewed. - Data Collection: Metaphor investigation, interviews; analysed using self-discrepancy theory.	- Discrepancies between self-guides and actual selves in professional identity construction. - Professional agency manifested in iteration, practical evaluation, projectivity processes. - Gender identity closely intertwined with professional agency.	Sociocultural and sociopolitical: - Social expectations on teachers and women Institutional: - School culture and policy - colleagues and students	- Identity-cognition-emotion-agency
49. Shahri (2018)	To explore the interaction between an ESL teacher's identity, emotions, and classroom practice over time	- Participants: One ESL teacher at a large US university. - Data Collection: Interviews, observations, lesson plans; analysed using a sociocultural framework.	- Teacher identified with critical pedagogy, emotionally attached to this identity. - Identity evolved significantly during MA TESOL programme. - Importance of supporting teacher emotions and identities in teacher education programmes.	Institutional: - Self-developed syllabi	- Emotion-cognition-agency
50. Smilgiene (2016)	To investigate the identity formation process of non-native TESOL tutors in a UK tertiary environment	- Participants: Seven non-native TESOL tutors in a UK tertiary environment. - Data Collection: Sociocultural theoretical lens; analysed for identity construction.	- Non-native teachers construct unique teaching identities in response to social contexts. - Non-native status empowers professional identity through context-specific knowledge acquisition.	Sociocultural and sociopolitical: - Teachers' non-native backgrounds	- Emotion-agency-identity
51. Song (2016)	To discuss how global shifts affect South Korean English teachers' identities and practices	- Participants: Five secondary English teachers in South Korea. - Data Collection: Interviews; analysed for emotional experiences and identity.	- Conflicted stories about returnee students linked to teacher vulnerability. - Vulnerability influenced professional development and self-transformation. - Emotional experiences traced to social and institutional contexts.	Sociocultural and sociopolitical: - Globalisation and study abroad returnee students Institutional: - School curriculum	- Emotion-cognition-agency
52. Sun and Akbar (2024)	To investigate an EFL teacher's extensive reading implementation and its impact on his language teacher identity	- Participants: One Chinese EFL teacher with 30-year ER implementation. - Data Collection: Narrative interviews; analysed using an ecological approach.	- Dynamic and multi-faceted nature of LTIs shaped by discursive features, personal experience, emotions, and power differentials. - Evolution of ER implementation highlights the importance of experiential knowledge in teacher training.	Institutional: - Institutional culture	- Emotion-cognition-identity
53. Wang and Lam (2022)	To explore how university EFL-speaking instructors in China exercise their professional agency	- Participants: Four university EFL-speaking instructors in China. - Data Collection: Narrative inquiry, cross-case analysis; analysed for professional agency.	- Instructors exhibit agency in translating career pursuits into teaching, learning, researching. - Agency enactment linked to agency competence, disposition, identity commitment, and contextual factors.	Institutional: - Willing colleagues	- Emotion-agency-identity
54. Wang F. et al. (2021)	To explore how a novice EFL teacher's identity is influenced by various contextual factors in China	- Participants: One novice EFL teacher in China. - Data Collection: Semi-structured interviews, reflection essays; analysed for teacher identity during school-to-work transition.	- Four identities identified: attendant, firefighter, coolie, tramp. - Identity influenced by contextual factors like anxieties about student leavers, workload, non-teaching commitments, career prospects. - Implications for transforming novices into qualified EFL teachers.	Sociocultural and sociopolitical: - Burgeoning of shadow schools	- Emotion-agency-identity
55. Wu et al. (2022)	To investigate how Asian American teachers in Taiwan navigate the positionality of their racialised selves in the ELT profession	- Participants: 20 Asian American teachers in Taiwan. - Data Collection: Informal interviews, grounded theory, narrative analysis; analysed for positionality and nativeness.	- Complex feelings about Asian American identity and strategic language use. - Teachers as cultural and linguistic ambassadors, navigating emotional labour and strategic discourses.	Institutional: - Collegial collaboration Sociocultural and sociopolitical: - Teachers' cultural backgrounds and their recognition	- Emotion-agency-identity
56. Wu (2023)	To explore how a tertiary level EFL teacher in China exercised her agency and achieved sustainable professional identity development	- Participants: One tertiary level EFL teacher in China. - Data Collection: Semi-structured interviews, narrative data; analysed using positioning theory.	- Professional identity transformed through stages of negotiating marginalised identities, becoming a student again, reconstructing teacher/researcher identities.	Institutional: - Professional learning communities	- Emotion-agency-identity

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Study Author (Year)	Aim	Method	Key Findings	Contextual Factors	Interactions Examined
			- Highlights role of agency and emotions in identity development.		
57. Xiong et al. (2023)	To investigate EFL teachers' agency in implementing EMI at a Chinese high school	- Participants: EMI teachers in an international high school in Shenzhen, China. - Data Collection: Qualitative interviews, classroom observations; analysed for teacher agency in EMI implementation.	- Teachers exhibited agency as translanguagers, role jugglers, multicultural educators. - Reconceptualises EMI as a translanguaging space for culturally responsive agents.	Sociocultural and sociopolitical: - International education - Confucian educational mindsets	- Emotion-agency-identity
58. Xu and Tao (2023)	To investigate how university English teachers manage identity tensions in online teaching during the Covid-19 pandemic	- Participants: Four university English teachers in China. - Data Collection: Individual interviews; analysed for identity tensions during COVID-19 online teaching.	- Teachers experienced varying degrees of identity tensions on pedagogical and socio-affective dimensions. - Took wide-ranging agentic actions to maintain, adopt, switch, or redefine identities.	Institutional: - Institutional constraints - Technology	- Identity-cognition-emotion-agency
59. Xu et al. (2023)	To explore the factors influencing high school EFL teachers' conceptions of assessment in China	- Participants: 48 high school EFL teachers in China. - Data Collection: Narrative frames; analysed for teachers' conceptions of assessment (CoA).	- Improvement-oriented purpose of assessment commonly endorsed. - Personal, experiential, and contextual factors influenced CoA. - Negotiation of improvement and accountability-oriented purposes highlighted.	Sociocultural and sociopolitical: - Exam-orientated culture	- Emotion-cognition-agency
60. Yang et al. (2021)	To explore the interaction between identity and emotion in EFL teachers across their career span in China	- Participants: Three EFL teachers in Chinese universities. - Data Collection: Qualitative interviews; analysed using the Dynamic System Model of Role Identity.	- Career stages identified: surviving, striving, thriving. - Interplay between emotion and identity development highlighted. - Provides nuanced understanding of language teacher identity development.	Educational reforms: - Teacher centred to student-centred teaching Sociocultural and sociopolitical: - Expectations on teachers Institutional: - Teacher evaluation - Teacher training	- Emotion-agency-identity
61. Yazan et al. (2023)	To explore the situatedness of teacher identity and agency within sociopolitical contexts dominated by neo-nationalist discourses	- Participants: L2 teachers in Turkey and the USA. - Data Collection: online conversations between Turkey and American teachers.	- The impact of macro-level dominant neo-nationalist discourses on teachers' identities and agency as social justice advocates for refugee students - Teachers' past experiences, present possibilities, and future aspirations, experienced tensions as part of their agentive identity construction as teachers of minoritised language learners	Institutional: - Telecollabo-ration Sociocultural and sociopolitical: - Neo-nationalist and authoritarian discourses in Turkey - Refugee backgrounds	- Emotion-agency-identity
62. Zarrinabadi et al. (2023)	To explore the impact of teaching mindsets on EFL teachers' burnout and professional identity beliefs	- Participants: 166 EFL teachers in Iran. - Data Collection: Self-report scales on teaching mindsets, burnout, professional identity, self-efficacy; analysed using path analysis.	- Fixed mindsets predicted emotional exhaustion and depersonalization. - Growth mindsets and self-efficacy positively predicted personal accomplishment and professional identity.	/	- Emotion-cognition-identity
63. Zhang and Hwang (2023)	To investigate the reconstruction of language teacher identity during the COVID-19 pandemic	- Participants: 20 Chinese EFL teachers. - Data Collection: Interviews, text-mining analysis; analysed for identity reconstruction during COVID-19.	- Two identity reconstruction processes: situational context and interactional context. - Teachers enacted agency as solution seekers, positive learners, confident professionals.	Institutional: - Interaction with students Sociocultural and sociopolitical: - Covid-19 pandemic	- Identity-cognition-emotion-agency
64. Zhang et al. (2022)	To investigate the role of emotions in a teacher's identity crisis and subsequent identity as a researcher	- Participants: One university professor in China. - Data Collection: Narrative analysis; analysed using Vygotskian sociocultural theory concept of perezhivanie.	- Interaction with the social environment led to identity crisis, transformation. - Emotional structure enabled creation of researcher identity.	Institutional: - Students' English proficiency - Assessment policies	- Emotion-agency-identity

Data availability

No data was used for the research described in the article.

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(Note: * = Studies included in the review)
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