

Original article

Key learning experiences and learner identity among Chilean secondary students



Experiencias clave de aprendizaje e identidad de aprendiz en estudiantes de educación media chilenos

Experiências-chave de aprendizagem e identidade do aluno em estudantes do ensino médio chileno

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ABSTRACT

Interaction between students and teachers plays a fundamental role in academic processes and in the construction of the learner's identity. For this reason, this study aimed to analyse key learning experiences through the interaction between acts of recognition and the sense of recognition. A qualitative study was conducted with nine secondary school students from the Province of Biobío, Chile. Through semi-structured interviews and phenomenological-interpretative analysis, the results

indicated that acts of recognition positively impact students' self-esteem and motivation. Similarly, key learning experiences were identified that encouraged greater student participation in academic activities. Along the same lines, participants observed a strengthening of their Learner Identity as a result of interactions with teachers and positive feedback from them. It was concluded that an educational environment in which teachers provided support and respect was key to strengthening a positive learner identity that promoted self-confidence, appreciation of achievements, and school retention.

Keywords: acts of recognition; key learning experiences; sense of recognition; learner identity; adolescence.

RESUMEN

La interacción entre estudiantes y docentes desempeña un papel fundamental en los procesos académicos y en la construcción de la identidad del aprendiente. Por esta razón, este estudio tuvo como objetivo analizar las experiencias clave de aprendizaje mediante la interacción entre los actos de reconocimiento y el sentido de reconocimiento. Se realizó un estudio cualitativo con nueve estudiantes de educación media de la provincia del Biobío, Chile. Mediante entrevistas semiestructuradas y análisis fenomenológico-interpretativo, los resultados mostraron que los actos de reconocimiento inciden positivamente en la autoestima y la motivación del estudiantado. Del mismo modo, se identificaron las experiencias clave de aprendizaje que favorecían una mayor participación de los estudiantes en las actividades académicas. En esta misma línea, se observó un fortalecimiento de la identidad de aprendiz en los participantes, producto de la interacción con docentes y de la retroalimentación positiva de estos. Se concluyó que un ambiente educativo en el que los docentes brindaran apoyo y respeto era clave para fortalecer una identidad de aprendiz positiva que favoreciera la autoconfianza, la valoración de los logros y la permanencia escolar.

Palabras clave: actos de reconocimiento; experiencias clave de aprendizaje; sentido de reconocimiento; identidad de aprendiz; adolescencia.

RESUMO

A interação entre alunos e professores desempenha um papel fundamental nos processos acadêmicos e na construção da identidade do aluno. Por esta razão, o estudo teve como objetivo analisar as experiências-chave de aprendizagem por meio da interação entre os atos de reconhecimento e o sentido de reconhecimento. Foi realizado um estudo qualitativo com nove estudantes do ensino médio da província do Biobío, Chile. Por meio de entrevistas semiestruturadas e análise fenomenológico-interpretativa, os resultados mostraram que os atos de reconhecimento têm um impacto positivo na autoestima e na motivação dos estudantes. Da mesma forma, foram identificadas as experiências-chave de aprendizagem que favoreciam uma maior participação dos estudantes nas atividades acadêmicas. Nesta mesma linha, observou-se um fortalecimento da Identidade de Aprendiz nos participantes, produto da interação com os professores e do feedback positivo destes. Concluiu-se que um ambiente educativo em que os professores oferecessem apoio e respeito era fundamental para fortalecer uma identidade de aprendiz positiva que favorecesse a autoconfiança, a valorização das conquistas e a permanência escolar.

Palavras-chave: atos de reconhecimento; experiências-chave de aprendizagem; sentido de reconhecimento; identidade de aprendiz; adolescência.

INTRODUCTION

Education faces the constant challenge of adapting to the evolving needs of students and society. Topics such as emotional intelligence in secondary school students and its relationship to academic performance, as well as the interrelationship between burnout, engagement, academic self-efficacy, and student well-being (Usán & Salavera, 2018), and the influence of teachers on academic outcomes (Ramos & Roque, 2021), have generated considerable interest in the field of educational psychology. However, there are still under-researched and relevant aspects to explore, such as the processes that allow us to understand how learner identity is formed and evolves, especially through key learning experiences and acts of recognition in the classroom.

The literature review reveals a gap in research regarding the importance of emotional and recognition dynamics in the classroom and their impact on the formation of learner identity. While recent literature suggests that these dynamics influence students' academic and personal development

(Abello *et al.*, 2018; Coll & Falsafi (2010) suggest that more background information is needed to more clearly indicate how classroom interactions, specifically acts of recognition and key learning experiences, influence learner identity. In this regard, Falsafi (2011) and Valdés *et al.* (2016) point out that both acts of recognition and key learning experiences play a fundamental role, since integrating emotions and personal experiences into the learning process can enrich and shape the learner's identity (Falsafi & Coll, 2015).

It is important to consider that learner identity is a construct that allows us to understand how an individual defines their own academic competencies and learning capacity as a product of significant experiences in their school and/or academic environment, in conjunction with other significant actors. These actors may include family members, teachers, and/or classmates, who, through their interactions in learning activities, provide recognition. Based on the results obtained, this recognition, when reflected upon, leads the learner to define their perceived level of competence and satisfaction with the activities undertaken (Abello *et al.*, 2018; Coll & Falsafi, 2010).

In this context, the overall objective of this study is to reveal how the learner identity is reconstructed from the perception of learning experiences of a group of students, in light of the acts of recognition by teachers and peers, and their influence on the sense of recognition in a group of secondary school students from municipal establishments in the province of Biobío, Chile.

Methodologically, a qualitative and interpretive phenomenological approach was chosen. Interviews were conducted with high school students, analyzing their stories in relation to acts of recognition and key learning experiences to capture their perceptions and beliefs about how the actions of teachers and their classroom learning experiences influenced learner identity.

Falsafi and Coll (2015) define learner identity as the way in which individuals recognize themselves as learners, with certain characteristics, skills, and competencies. This identity is a complex set of perceptions, beliefs, and attitudes, significantly influenced by the educational environment (Abello *et al.*, 2018). Learner identity becomes a relevant element of the learning process because it affects not only how students engage in it but also their motivation, commitment, and academic success (Ryan & Deci, 2000).

In this continuum, interactions between students and teachers also become fundamental and necessary for learning. According to Eccles and Roeser (2011), positive relationships with teachers

can foster greater engagement and enjoyment in learning, positively and significantly influencing academic performance (Vera Menéndez, 2022). Similarly, negative teacher-student relationships deepen demotivation (Ramos & Roque, 2021) and can hinder the achievement of expected learning outcomes and negatively affect learner identity.

Key learning experiences are significant interactions or events within the educational process that have a lasting impact on the student's perception of learning and of themselves as a learner. Thus, a subjective learning experience can have a significant impact on reinterpreting and substantially modifying self-perception (Valdés *et al.*, 2016). These experiences determine the reconstruction of learner identity, according to the interpretation given by the learner experiencing them. Therefore, as a result of this process, the student may determine themselves as a more or less competent learner, according to the interactions they have had with significant others (Abello *et al.*, 2018).

Regarding acts of recognition by teachers and their role in constructing learner identity, further exploration is still needed. These acts of recognition can range from praise and constructive feedback to omission or negative criticism (Saballa Pavez, 2019). Research by Yeager and Dweck (2020) suggests that positive recognition, when perceived as authentic and based on student effort, can foster a growth mindset and reinforce a positive learner identity, consistent with the student's perception of academic competence. According to Boaler (2022), the way teachers recognize and respond to students' efforts in these subjects can have a significant impact on their disposition toward learning and on the construction of their self-concept as competent learners in these disciplines, because it influences how they feel, perceive, and position themselves (Valdés *et al.*, 2016).

As learners reflect on the acts of recognition received during learning experiences, another concept emerges: the sense of recognition. This refers to the meaning learners attribute to these acts of recognition based on their personal experiences, motivations, emotional state, and social interaction (Falsafi & Coll, 2015). The difference between recognition and acts of recognition is that the latter are social components of learner identity construction, involving various actors; in contrast, the sense of recognition is more of an individual dimension, determined by the meanings personally assigned by the learner (Abello *et al.*, 2018).

In this context, the learner identity allows us to understand the teaching and learning processes situated in a subjective experience, so this study focuses on the experiences and perceptions of two groups of secondary school students from public schools in the Biobío province.

The justification and relevance of this study lie in the need to better understand the factors that influence students' learner identity, knowledge necessary to improve educational practices in teacher training institutions and generate strategies that promote more effective academic and personal development. According to Yeager and Dweck (2020), fostering a growth mindset in students, one that values effort and continuous improvement, can have a significant impact on motivation and academic achievement. This perspective highlights the importance of understanding learner identity as a dynamic component of personality, as a holistic approach to education that considers the cognitive, emotional, and social dimensions of the teaching-learning process.

The concept of learner identity links the fields of study of education and psychology. According to Coll and Falsafi (2010) and Valdés *et al.* (2016), it refers to how students perceive themselves in their role as learners within an educational context: "Learner Identity is the set of meanings that people construct about themselves as learners with certain characteristics and with a greater or lesser capacity to learn in certain situations or activities" (Engel and Coll, 2021, p. 3).

This perception is influenced by internal and external factors, including personal beliefs, learning experiences, and interaction with teachers and peers. In this sense, Abello *et al.* (2018) propose learner identity as a theoretical model that constitutes a phenomenological and analytical tool, as well as a conceptual artifact that allows learners to make sense of their participation in diverse learning experiences in academic and non-academic contexts.

According to Vygotsky (1979), learning originates in social activity, and students construct their knowledge through interaction with others. This theory assigns an important role to teachers in providing feedback and recognition. Thus, a high sense of recognition can lead to greater motivation and persistence in learning, while a low sense of recognition can result in avoidance of challenges and lower performance. According to these theories, students develop their learner identity through interaction with their environment, influenced by their teachers and other significant individuals present in a learning experience (Abello *et al.*, 2018).

Ryan and Deci (2000) argue that autonomy and perceived competence influence student motivation and engagement. According to them, self-determination theory maintains that intrinsic motivation and a sense of autonomy are important for effective learning. The authors emphasize the need for learning environments that support competence, autonomy, and interpersonal connection, which

implies creating an educational setting that allows students to feel capable, independent, and connected to others while learning and developing new skills.

The Coll and Fasafi model

The Learner Identity Model of Coll and Falsafi (2010) is rooted in socio-constructivist theory and focuses on how students construct their learner identity through learning experiences and interaction with others in an educational setting. Coll and Falsafi (2010), Falsafi and Coll (2015) emphasize that learner identity is a set of meanings that individuals construct about themselves as learners, influenced by their past, present, and future experiences.

Based on the ideas of Vygotsky and Leontiev, the model highlights the importance of interactivity in teaching and learning processes (Valdés *et al.*, 2016). Learning is considered a situated and complex phenomenon, where meanings are constructed and sense is attributed through interaction and the student's mental activity (Coll, 1999).

This construction is mediated by the student's mental activity and requires instruction so that these constructed meanings are socially shared and compatible with cultural meanings (Valdés *et al.*, 2016). For Engel Rocamora and Coll Salvador (2021), developing learner identity implies that students must reflect on their own learning and their role as learners, on how they face new learning situations, evaluate prior experiences and knowledge, identify challenges and useful resources, and consider their own strengths, weaknesses, and learning objectives.

MATERIALS AND METHODS

The methodology employed was qualitative, with an interpretive phenomenological design. Qualitative studies are those that allow for the exploration of specific situations linked to human experience and its effect on the individual. Interpretive phenomenology focuses on revealing how an individual experiences one or more specific events and, furthermore, the meaning they subjectively attribute to them, considering how they feel at the time and afterward. Thus, the study addressed and interpreted, in an individualized manner, the narratives of two groups of secondary school students; this, moreover, from a phenomenological perspective, enables a deep understanding of reality based on the experiences of the educational agents involved in the research.

Participants and context

The study participants were two groups of students. Group 1 consisted of five high school students, and the discussion focused on learner identity and their experiences in the subject of Natural Sciences. Group 2 was made up of four students, whose experiences were related to learning in the subject of Mathematics. Both groups came from schools with high vulnerability rates in the Biobío province. Nine students, aged between 16 and 17, were interviewed. The sampling was purposive, based on student availability and interest (Cardona Moltó, 2002).

Information gathering technique

The data collection technique used in this study was the in-depth semi-structured interview, as it allows for the reconstruction of the perspectives of the agents involved in the research regarding a specific phenomenon; it also allows for the capture of the information necessary to answer the research question (Bonilla-Castro & Rodríguez-Sehk, 2013). In this particular research, the semi-structured interview was used with high school students. This interview consisted of a script with questions that revolved around three dimensions/categories: key learning experiences, acts of recognition, and sense of recognition. However, space was provided for the emergence of significant elements from the interviewees, and based on this, emergent questions arose. Before the semi-structured interviews were administered, they underwent validation by experts in education and psychology.

Information analysis

The interviews were recorded and transcribed. Once the digitized documents were available, the analysis consisted of reading the interviews, generating categories, and conducting a thematic content analysis. Organization was achieved through the creation of codes, which served as the central coding unit, allowing the data to be grouped and relevant comments that were repeated in the students' narratives to be represented. The development of the codes was constantly reviewed and modified (Willig, 2013).

Ethical provisions

Throughout the research, the ethical guidelines established by the international scientific community were respected (Flick, 2018). Specifically, the anonymity of the participants was ensured, as was the confidentiality of the collected information. Informed consent was obtained from the parents before the interviews, and the students followed an informed assent protocol. The interviews were conducted in 2022, and the selected narratives were used as secondary data, as found in previously supervised undergraduate theses cited in this manuscript.

RESULTS

Analysis of the interviews

The selection of extracts from the applied and analyzed interviews is presented, along with some elements that constitute the learner's identity and interpretations that arise as a product of the analysis of the data obtained (Table 1).

Table 1. Student experiences. Group 1.

Code	Subcode	Segments: Student Stories
Act of recognition	Teacher recognition ceremony	34: ... (he said) " <i>that</i> I did well, that it was good that it was like that, that it was obvious that I liked the subject and things like that" (E5).
Sense of recognition	Sense of recognition	90: "...I got a 7 on the presentation the other time you helped me, so having high grades is cool' (...) it's like it "lifts you up" (...) (and) of course it makes you feel good and want to learn more (...) keep studying..." (E2).
	Academic qualifications	
Learner identity	Sense of self-efficacy	74: "...my group is the only one that has all sevens this year. Thanks to me, I think" (E5).
Key learning experience	Key peer learning experiences, experience	50: "...I was with a group and it was horrible (the experience), I really felt bad and I still feel bad for remembering it" (E3).

	associated with negative emotions.	
	Key learning experience fosters Scientific Identity	48 (2): "...being in an area that makes me feel good and comfortable and happy, then makes me like science even more" (E2).
Learner identity	Extrinsic motivation	54: "...I did the homework just to get it done. It was all for the grade and that's it..." (E4).

Source: Prepared by the author based on student stories

These narratives revealed the components of learner identity present in the reconstructed experiences. The information is organized around the impact of acts of recognition and the contribution of key learning experiences, as seen through teacher behavior, which influences the reconstruction of learner identity, and the actions that shape it. In this context, experiences were identified in which, as a result of interaction with teachers, students value their abilities and become more engaged in their coursework. Furthermore, a scientific identity emerges as a key finding. This implies that, as a result of experiences in which students felt more comfortable with science, they develop a greater interest in studying this area (Table 1).

Impact of recognition events

Acts of recognition by teachers, especially those that are constructive and affectionate, positively influence students' perception of their academic abilities.

Table 2. Constructive recognition act with positive emotions. Group 1

Acts of recognition carried out by the teacher	Type of recognition act	Sense of recognition associated with the act of recognition
44: "...I feel that (the professor) He treats me incredibly well because when I don't understand something, he explains it to me in a way that I can understand, and he doesn't make me feel inferior for not knowing something (...). Once She thanked me for asking and for paying close attention in her classes. She also told me that my work is good and that I just need to, uh, learn to explain things better in my presentations..." (E2).	Constructive recognition act	46: "...I feel more comfortable and I can ask a question (to the teacher), even though I am withdrawn, I can go and, uh, ask him without being afraid; then I am learning and getting better in the sense of (...) knowing that I know and trusting myself a little more" (E2).
32: "...I had doubts because there was a predator that I didn't know what it was and I asked the teacher, and she clarified it for me (...). I remember that the teacher congratulated us and especially me, because my classmates told her that I wrote a text by myself" (E5).	Act of affectionate recognition	52: "...he makes me feel capable because of the things he tells me..." (E5).
52: (The teacher tells me) "that I'm good at the subject and things like that" (E5).		

Source: Prepared by the author based on student stories

The acts of recognition carried out by teachers are a key element in rebuilding a sense of self-worth, allowing students to perceive their competence and motivate them to maintain their academic activities. This is demonstrated by stories of acts of recognition in which the teacher congratulates

the student and tells them they are competent in the subject. This also occurs when the teacher explains things patiently and is willing to answer students' questions. With this type of recognition, learners believe they are competent and feel comfortable with the teacher and their teaching methods; these perceptions lead to a sense of self-worth, as there is reflection on the part of the student (Table 2).

When students received warm and positive recognition, they felt an increased interest in the subject and in learning science, making it a more positive experience and fostering a closer connection to scientific knowledge. The same was true for constructive forms of recognition; students perceived the teacher's interest in their learning, which increased their focus on the subject and made completing their academic tasks more enjoyable.

Not all acts of recognition contribute to strengthening learner identity. We have also found situations in which, as a result of interactions with teachers, students feel indifference and/or incompetence (Table 3).

Table 3. Act of recognition with violence, omission, and negative affect. Group 1

Acts of recognition carried out by the teacher	Type of recognition act	Sense of recognition associated with the act of recognition
56: "...nothing, he didn't say anything to me. He just said, 'thanks for stopping by' and that was it, and no, there was no comment or remark..." (E1).	Acts of recognition by omission.	58: "...indifference. I don't care in the slightest what he thinks..." (E1, regarding the teacher).
		64: "...I didn't feel anything on my part, a sense that it simply generated indifference for me" (E1).

12: "...I asked her a question and she started laughing and said, like, 'But how can you not know this? I don't know, it's so basic' (...) and we were all like, 'What's wrong with her?'" (E3).	Violent act of recognition	96: "I felt very stupid (...) like I couldn't possibly know anything about the subject and my mind went blank (...). It was a very bad experience with the teacher..." (E3) (feelings of sadness and frustration).
34: "I had a question, but I don't remember what it was and then she said, like, 'How can they not understand or not know?'" (E3).		

Source: Prepared by the author based on student stories

The acts of recognition associated with omission and/or violence impacted the students' sense of recognition. These acts of recognition by omission caused the students to feel indifferent, not only to the activity itself, but also to the content and the subject in general. In these cases, the students expressed low self-efficacy, as they perceived that the teacher was not interested in their learning. This type of recognition was not constructive for the learners.

Negative or omitted forms of recognition tend to generate a negative perception in students, affecting their motivation and academic self-esteem. With this type of recognition, the student perceives herself as incompetent: "I felt very stupid," which we interpret as an effect at the level of the sense of recognition (Table 3). Furthermore, indifference may arise, a state in which the student does not care about the teacher or the course content.

The least expected forms of recognition for the students were violent ones. In this case, the students who received them reported losing interest in the subject.

Contribution of key learning experiences to learner identity

In group 2 of students, tables 4 and 5 show acts of recognition performed by the teachers. In the first case, positive acts of recognition generated a sense of accomplishment among the learners, who perceived that they could achieve their goals. However, negative acts of recognition provided by the teachers left the students in a state of stagnation in their task development.

Table 4. Act of positive recognition. Group 2

Code	Subcode	Segments: Student Stories
Act of recognition	Act of recognition	SB: "Professor FZ helped us with the homework, it was super cool doing the homework with him. He was kind".
		KG: "with all the support the teachers have given" (...)
	Educational support for teachers	KG: "She always explained things well to me, (...) I would ask the teacher, the teacher would answer me in a good way, she would explain it to me, if I didn't understand, she would explain it again and I would understand".
Act of recognition	Act of recognition	AA: "The treatment and relationship between teachers and students, I think that also helps to want to continue working".
	Educational support for teachers	AA: "Sometimes, they explain it to me and I can continue on my own. Although it depends on the exercise, it is more complicated".
Act of recognition	Act of recognition	SB: "Constant. He was worried about us, about us doing the guide well".
	Educational support for teachers	SB: "Yes (the teacher), he always encourages us to do the assignments and all that stuff".
Act of recognition	Act of recognition	KG: "The teacher always told me that, since I already knew, I should help my classmates".
	Recognition of academic achievements	
Act of recognition	Act of recognition	KG: "I feel it's good, because that way we all learn and if one of us makes a mistake, the others help him so that they are at the same level".
	Peer academic support	KG: "Oh yes, if I make a mistake, they correct me, and if they make a mistake, I correct them".
Sense of recognition	Sense of recognition	AA: "But I find that I can develop the guides on my own".

	Motivated student	KG: "I feel that I can achieve" (her future goals).
Sense of recognition	Sense of recognition	JC: "Well, how do I really understand the subject when they explain it and all that? So, more or less like this. That's how I manage to understand it or how I know that I'm capable in the subject".
	Student self-efficacy	SB: "Last class, I don't know what it's called, but we had to fill out a little table and figure out how to put all the numbers in, and add them up, percentages and all that stuff. I felt like I understood. (...) We did the worksheet and I got a 7".
Sense of recognition	Sense of recognition	JC: "So, the comments kind of help you loosen up more, to have more confidence in yourself".
	Student self-efficacy	JC: "It gives you more confidence to know that they value your work, so to speak".

Source: Prepared by the author based on student stories

These are experiences in which students received educational support from their teachers; the teachers were kind, provided more personalized explanations of the content, and assured their students of their abilities. Furthermore, the peer group fosters learning; that is, it strengthens the learning of classmates who require additional support.

These acts of recognition influence learners' sense of self-worth, motivating them, fostering a belief in their abilities, building confidence in their capabilities, perceiving greater learning, and ultimately improving their grades. Therefore, the connection between acts of recognition and the sense of self-worth is considered a key learning experience.

Table 5. Negative recognition act. Group 2

Code	Subcode	Segments: Student Stories
Act of recognition	Act of recognition	SB: "We were in statistics class and we asked him for help, but he challenged us, because we had written the material, but he told us that we had to do the homework with the material we had in our notebooks and he wasn't even able to explain the guide to us".
	Lack of educational support	SB: "When nobody comes to watch the class, (...) he leaves us aside and goes off alone with a few classmates to tell them that they are doing well and things like that".
Act of recognition	Act of recognition	JC: "I asked her for help like I asked the teacher and she said no that my classmates would explain it to me, but they didn't explain anything to me".
	Lack of educational support	
Sense of recognition	Sense of recognition	SB: "I feel that it also hurts me a lot, because her not helping us makes things bad for us".
	Lack of educational support	
Sense of recognition	Sense of recognition	JC: "And well, they gave us a bunch of exercises, it was like a group guide and all that, I didn't understand anything and I was kind of annoyed with myself, because I didn't understand anything and I didn't know what to do".
	Student self-efficacy	

Source: Prepared by the author based on student stories

These were experiences in which teachers failed to provide educational support to their students. This manifests itself when teachers do not explain the content to their students, even when the students request it. These are moments when students feel ignored; consequently, their motivation, autonomy, and grades decline. With this type of lack of recognition, learners lose autonomy and perceive a decrease in their learning activities.

DISCUSSION

The results of this research confirmed that, as a result of learning activities, scenarios are created that facilitate conditions for students to value their abilities (sense of self-efficacy) and develop academic skills that contribute to rebuilding a sense of recognition, thus fostering a perception of themselves as more competent learners. Therefore, experiences marked by the provision of personal and educational support, and/or by the teacher's appreciation of their work with students, lead students to value their own abilities.

Teachers' acts of recognition have a significant impact on students' learning identity. In both groups, constructive and affective acts of recognition notably improved students' perceptions of their academic abilities, a finding consistent with existing literature. Coll and Falsafi (2010) and Abello *et al.* (2018) suggest that a positive and supportive learning environment is crucial for the development of academic competencies. This finding aligns with Pichen-Fernández and Turpo (2022), who emphasize the need to maintain high expectations for students through positive feedback.

Furthermore, the students' narratives highlighted how key learning experiences relate to their emotions, and how these, in turn, relate to learning. Students who experienced positive emotions showed a greater willingness to participate in class, reinforcing the theory that such educational experiences are associated with a learner identity in which the student perceives themselves as more competent (Falsafi & Coll, 2015) and, therefore, more motivated.

Students can help each other and learn together with their classmates. This is based on the understanding that the definition of learner identity incorporates a continuous process of reconstructing meaning and attributing sense that a student makes about themselves as a competent or incompetent learner. For this, the student draws on a set of learning experiences in which they interacted with significant others and received acts of recognition that influenced the configuration of their sense of self-recognition (Coll & Falsafi, 2010; Falsafi, 2011; Falsafi & Coll, 2011, 2015).

However, the learner's motivation and self-efficacy will be diminished when associated with experiences in which the learner receives acts of recognition and the teachers do not provide the required educational support, do not consider the student's needs, or openly attack him.

The objective of this research was to reveal how the learner identity is constructed based on the perception of key learning experiences of students in relation to acts of recognition by teachers and peers and the influence on the sense of recognition in secondary education students in the province of Biobío, Chile.

First, the results show that teacher recognition and interaction play a crucial role in academic development and in students' interest in the disciplines. Therefore, a connection is evident between acts of recognition and the sense of recognition; all of this within the context of a key learning experience that leads to the reconstruction of the learner's identity.

More specifically, teaching practices that included a positive emotional component led to greater motivation and self-esteem among learners. However, interactions that generated negative emotions, such as demotivation or destructive criticism, tended to decrease student interest and participation.

Regarding self-efficacy, when teachers employed a more interactive approach and acknowledged students' individual achievements, greater confidence and competence in the subject matter were fostered. This recognition, through constructive feedback or praise for effort and understanding, resulted in a positive perception of students' abilities. Conversely, a more forceful approach or the omission of recognition generated more adverse effects, such as decreased self-efficacy and disinterest in the subject.

It was observed that acts of recognition by teachers, especially those that valued effort and continuous improvement in their students, were associated with an increase in students' self-perceived competence. However, it was also noted that reprimands in response to mistakes could generate a negative perception of one's own abilities, leading to decreased class participation and interest. Therefore, the provision of educational support by teachers to their students, the recognition of achievements, and peer academic support have an impact that fosters student motivation and self-efficacy. Conversely, the absence of educational support is related to a decrease in student self-efficacy.

In this sense, the teacher's role in shaping and reconstructing the learner's identity is evident in actions that create a supportive, recognizing, and motivating environment for developing a positive attitude toward learning. Likewise, clarity in explaining concepts and a patient approach to correcting

errors are essential; similarly, encouraging curiosity and critical thinking aligns with the development of scientific skills and contributes to the reconstruction of the learner's identity as a competent learner.

Finally, acts of recognition from a teacher have a significant impact on students' learner identity, given the teacher's importance. Both planned and impromptu actions leave a mark on the student, which is reflected in their own interpretations of their learning abilities. These interpretations, in which students define themselves as more or less competent, with intentions of remaining in their studies or, conversely, with a desire to drop out or avoid the task, highlight the urgent need to pay attention to the types of experiences the education system offers its students.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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