

American University in Cairo

## AUC Knowledge Fountain

---

Theses and Dissertations

---

2-1-2020

### The role of emotions and beliefs in developing language teacher's professional identity

Dalia Adel Mahmoud

Follow this and additional works at: <https://fount.aucegypt.edu/etds>

---

#### Recommended Citation

##### APA Citation

Mahmoud, D. (2020). *The role of emotions and beliefs in developing language teacher's professional identity* [Master's thesis, the American University in Cairo]. AUC Knowledge Fountain.

<https://fount.aucegypt.edu/etds/822>

##### MLA Citation

Mahmoud, Dalia Adel. *The role of emotions and beliefs in developing language teacher's professional identity*. 2020. American University in Cairo, Master's thesis. *AUC Knowledge Fountain*.

<https://fount.aucegypt.edu/etds/822>

This Thesis is brought to you for free and open access by AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact [mark.muehlhaeusler@aucegypt.edu](mailto:mark.muehlhaeusler@aucegypt.edu).

The American University in Cairo

School of Humanities and Social Sciences

**The Role of Emotions and Beliefs in Developing Language Teacher's  
Professional Identity**

A Thesis Submitted to

The Department of Applied Linguistics

in partial fulfillment of the requirements for

The Degree of Master of Arts in Teaching English to Speakers of Other Languages

By

**Dalia Adel Mahmoud Abd El Aziz**

Under the supervision of Dr. **Atta Gebril**

**December 2019**

# Table of Contents

<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>6</b>
1.1 Background of the Study .....	6
1.1.1. Teachers’ Beliefs about Identity.....	8
1.1.2 Teacher’s Emotions.....	9
1.2 Statement of the Problem.....	11
1.3 Research Questions.....	12
1.4 Limitations of the Study .....	12
1.5 Definitions of Constructs.....	13
<b>CHAPTER TWO: LITERATURE REVIEW .....</b>	<b>15</b>
2.1 Chapter Overview.....	15
2.2 The Concept of Identity.....	15
2.3 The Concept of Teacher Identity.....	19
2.4 Professional Teacher Identity Construction.....	20
2.5 Language Teacher Identity .....	21
2.6 Different Strands on Teacher’s Identity Research .....	22
2.7 Teacher’s Beliefs about Teaching.....	25
2.8 Teacher’s Emotions .....	29
2.9 The Relationship between Teacher’s Identity, Emotions and Beliefs.....	33
2.10 Conclusion .....	36
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>38</b>
3.1 Introduction.....	38
3.2 The Research Paradigm.....	38
3.3 Research Setting.....	39
3.4 Participants.....	39
3.5 Methods of Data Collection .....	42
3.5.1 Instruments .....	42
3.5.1.1 Narratives .....	42
3.5.1.2 Interviews.....	42
3.5.1.3 Conducting the interview.....	43
3.5.1.4 Focus group discussion. ....	43
3.5.1.5 Conducting the focus group discussion. ....	43

3.5.2 Procedures .....	44
3.6 Methods of Data Analysis.....	44
<b>HAPTER 4: RESULTS.....</b>	<b>50</b>
4.1 Introduction.....	50
4.2 Positive and Negative Emotions Effect on Beliefs.....	50
4.2.1 Student-related emotions.....	50
4.2.2 Teaching related emotions.....	53
4.2.3 Institutional-Collegial Related Emotions.....	57
4.2.3.1 Collegial-related emotions.....	57
4.2.3.2 Institutional-related emotions.....	59
4.3 Emotions and Beliefs in the Construction of Professional Identity .....	61
4.3.1 Professional Identity in Relation to Emotions and Beliefs.....	61
4.3.1.1 Student-related context.....	62
4.3.1.2 Institution Related Contexts.....	67
4.3.1.3 Self-related contexts.....	68
<b>Chapter 5: Discussion .....</b>	<b>76</b>
5.1 Introduction.....	76
5.2 The Emotions Identified by Teachers.....	76
5.3 The Effect of Emotions and Beliefs on Professional Identity .....	79
5.4 Pedagogical Implications.....	82
5.5 Limitations of the Study .....	84
5.6 Suggestions for Further Research .....	85
<b>References .....</b>	<b>87</b>
<b>Appendix A .....</b>	<b>92</b>

## Acknowledgement

“And my guidance cannot come except from Allah, in Him I trust and unto Him I repent.” (Qur’an, Hud 88:231).

All my thanks go to Allah, the most Gracious and the most Merciful.

First and foremost, I would like to express all gratitude and appreciation to my supervisor Dr. Atta Gebril for his ongoing support, motivation and extensive knowledge that enlightened my way throughout this journey. Without his guidance, nothing could have been accomplished. I would also like to acknowledge my defense committee Dr. Reem Bassiouney and Dr. Nihal Sarhan for their valuable comments that enriched my thesis.

My sincere thanks go to the participants of this research study, who agreed to spend some of their time, helping me to collect my data.

Most importantly, none of this work could have been achieved without the support of my beloved husband who experienced with me my bad and good days and accepted my emotional swings during this journey.

This work is dedicated to the soul of my mom, may you rest in peace; my love. I did it as we agreed. I hope you are proud of your girl and I promise I would pursue my PHD track.

## Abstract

Many studies have investigated different positive and negative emotions that teachers experience in their work place, in addition to their teaching beliefs. However, none of these studies addressed the role of these emotions in formulating teaching beliefs and how both emotions and beliefs shape teacher's professional identity; particularly in an Egyptian context. The current study addresses this gap. The participants are seven female experienced teachers who work in different private institutions, under different instructional settings. The study uses semi -structured interviews, narratives and focus group discussion as data collection tools. Lazarus psychological theory of emotions (1991) was used to analyze emotions. The beliefs analysis was guided by Borg (2001) and Goodman (1998) frame works and Gee (2001) levels of identity were found to reflect teacher's professional identity. The results showed that teachers' emotions affected their beliefs in relation to their students, their own teaching, the institution they work at and their colleagues. The results also implied that emotions and beliefs affected the development of those teachers' professional identities in three main contexts; student-related, institution-related and their teacher self-related contexts. The study suggests some pedagogical implications if implemented in teachers' education programs, would help them to develop sense of awareness of their weaknesses and strengths, reconsider their beliefs, whenever urging to do so, and hence the development of their professional identities.

Key words: emotions, beliefs, professional identity.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the Study

Over the last decade, teacher's professional identity, as an area of study, has captured the interest of researchers to the point of treating this issue as an independent field. Moreover, researchers studied the role of the teachers' professional identity in relation to teacher education programs. The relation between both has been constantly highlighted in the teacher education literature (Beauchamp & Thomas 2009; Beijaard, Meijer & Verloop 2003). Professional identity has become a focus of research for many different reasons. Understanding the aspects of identity development could be the means that helps both novice and experienced teachers. The understanding can also be an asset for assisting teachers in organizing their own professional lives, in being aware of its dynamics, subsequently making sense of their own selves in relation to others, as well as the external world at large. Good teachers can substantially change the world; moreover, their influence in educating and building new generations is an ongoing process that has uncontroversial effects on the future of different societies. Therefore, teachers should not be regarded as robots or objects; neither should they be neglected, marginalized, or taken for granted. Rather, societies should treat them with the respect they deserve. They are thinking, social beings, whose contributions make a difference in the lives of others and societies; so, they should be valued. Moreover, they are members of different communities inside and outside the classroom, whose inputs should be appreciated.

Teaching is a demanding job as teachers spend a substantial amount of time inside and outside the class. In support of this reality, Schutz and Zembylas (2009) report more than 50 percent of teachers drop out in the professional world. They attribute this issue to the emotional nature of the teaching profession, which poses both emotional and demanding labor on teachers. On a similar note, the fact that teachers are overlooked and their contributions are underestimated has negative implications on learning, the class atmosphere and the

quality of education. Therefore, understanding both the teaching and learning processes requires delving into the professional lives of teachers and exploring them with respect to who they are, their identity construction as well as the factors that contribute to and affect their identities. Therefore, research on teachers' identity has its own implications on the methods of teaching, classroom practices and teacher education programs which all integrate to achieve successful learning and teaching.

Crucial to the study of teachers' professional identity is the study of the concept of identity, which has proved to be far misunderstood; in fact, there is no consensus on the exact meaning of such a concept. Yet, all the definitions introduced in the literature agree that identity is not static; rather it is dynamic and developmental; identity constantly changes due to both internal and external factors (Gee, 2001). In considering the structure of identity, it is important to understand that it is multi-dimensional. Tajfel (1979) believes that identity involves the self-concept of identity which reflects the personal dimension as well as the social dimension where the person is regarded as a part of a group membership (as cited in Joseph, 2004). Thus, the person is involved in relationships with other people and these relationships are characterized as being dynamic rather than static. This requires him/her to have dynamic identities, roles and personalities in order to respond to the different social contexts and situations.

Professional identity is no longer a concept which is examined as being attributed to a specific person, but, rather, it involves both the individual as well as the collective dimensions, where this person lives and interacts with others. In other words, while the personal dimension relates to the structure of the self, the social aspect involves the cultural dimension and the social context where the person acts as a member of a group. The literature on teachers' professional identity is reported according to specific strands: the processes of professional identity construction and development; teachers' beliefs; perceptions and emotions about teaching and learning; and issues that arise from the dynamics of teachers' involvement within their communities of



practice like power relations, marginalization and agency. Since this research study focuses on teachers' emotions and beliefs, the literature on this strand is reported herein.

### **1.1.1. Teachers' Beliefs about Identity.**

One of the strands of the literature has focused on the teachers' beliefs and perceptions about their own teaching profession and how this is related to the construction of their professional identity. For example, Beijaard, Verloop and Vermont (2000) carried out a study in which they investigate teachers' perceptions of their own professional identity and how they perceive themselves as teachers. They found that the perceptions of those teachers affected their professional development, their willingness to cope with the educational changes and to implement innovations to their teaching practices. Using practical theories, as an approach which depends on teachers' real classroom experience, Stenberg, Karlsson, Pitkaniemi and Maaranen (2014) conduct a study that examined teachers' professional identity where they were asked to describe their teaching in the form of a set of beliefs supported by real- life examples. The results of their study indicate that the evolving teachers' identity controls how they orient themselves towards their teaching career; suggesting that teacher education programs should allow teachers to reflect on their teaching beliefs and negotiate their own identities.

Using the positioning theory to investigate how a group of pre-service teachers built and negotiated their identities during their teaching practicum, Trent (2016) conducted a study which argued that teachers positioned themselves as a specific type of teachers according to their beliefs. They also named other types which they associated with giving a negative evaluation. The experience of building the teacher trainees preferable teachers' identity in practice was characterized by an identity conflict between the reality of the actual practicum course they were taking and the ideal model teacher that they believed in.

The aforementioned studies strongly suggest that the teachers' past experiences as student teachers or teacher-trainees influence their teaching beliefs, impact their way of teaching, and their practices which, in turn, affect the construction of their own professional identity.

### **1.1.2 Teacher's Emotions.**

Emotions in teaching have recently gained the attention of research studies. This strand in the literature has tapped into the role emotions play in their teaching practices. Some studies have addressed the social, political and cultural dimensions and their roles in affecting teacher's emotions concerning their choice of their professional identity as teachers.

Hargreaves (1998), for example, carried out a study on a group of teachers to examine what he calls "the emotional practice of teaching" aiming to discover how emotions play a role in teaching and the identity formation of the teachers highlighting that the process of teaching cannot be reduced to mere technical competence, it is an emotional practice, which involves both emotional labor on the teacher's side as well as emotional understanding of the experience of others. This, in turn, urges understanding the role of emotions in teaching and learning and therefore calls for the necessity of the teachers' emotional release instead of emotional suppression. This emotional release can take place through mini-schools, team teaching and having more flexible timetables which gives teachers ample time to relax, establish emotional bonds with their students and achieve effective learning.

Along the same line of research, Zembylas (2004) carried out an ethnographic case study of a teacher to identify the role of emotions in teaching contexts. He examined different levels such as the personal, professional, political and cultural ones in an attempt to examine the dynamics of interaction between the personal aspects, politics and school power. The study highlights the importance of emotions in the teaching profession demonstrating the interrelation between teaching and emotions in a complex way where they are

shaped through interactions in different contexts like the interaction with the students, the colleagues and the institution. This interaction is governed by an acceptable emotional discourse within teaching culture.

In a qualitative study aiming to examine teachers' professional identities with regards to their emotional experience, O'Connar (2008) defines the teachers' work as "emotionally engaging and personally demanding," The study reported that teachers hold "caring behavior" that the researcher defines as "those emotions, actions and reflections that result from teacher's desire to motivate, help and inspire students." (p.117).

Discussing how the shifting context in the era of globalization imposes new demands on the side of the language teacher and how teachers respond emotionally to this change, Song (2016) carried out a study to examine how such changes affected student teachers' identities and practices. The stories of those student teachers were analyzed within the context of emotional experience of vulnerability and examining how it affected their professional development, either positively or negatively. Emotional vulnerability develops when there is a substantial gap between what teachers try to feel and their actual feelings, which drives them to "mask" their actual emotions and perform the socially acceptable one.

Thus, one may conclude that, given all the above-mentioned studies, that there is a general agreement indicating that teachers experience emotional suppression, which is embodied in the codes that the school culture imposes on them. They also share the idea that teaching is a labor-intensive profession and that teachers' emotions govern their beliefs and practices, which are, in turn, crucial factors in the construction of their professional identity. These results underscore the importance of the emotional dimension in the teaching profession and the importance of integrating it in teacher education programs.

## 1.2 Statement of the Problem

It is given that teachers have an indispensable role in the development of any society. “Teachers, I believe, are the most responsible and important members of the society because their professional efforts affect the fate of the earth,” Helen Caldicott (2009) (as cited in Gruwell, 2016).

Though teaching is globally recognized as the only profession which creates and shapes all other professions, the status of teachers, especially in developing countries like Egypt, is severely underestimated. The teaching profession has become undervalued by the society, given the low salaries they get in Ministry of Education institutions. With the emergence of private institutions, which are built to serve shareholders and owners, a new teaching culture has emerged. This is because some private educational institutions are following the slogan “the customer is always right” and thus the teacher is now treated as a provider of a service; and not as one that practices the noblest profession, which paves the future of students and develops nations. This contributes to the pressure that teachers bear every day on different levels; the institution, the dynamics of power, the students and their parents as well and the poor salaries - in comparison to the teachers’ workload - and their daily teaching labor.

Despite all these unfavorable conditions, teaching is still sought by devoted individuals who feel that they are committed to such a profession; they have a passion for learning and giving back what they have learnt throughout their journey. They have developed passion towards their teaching profession and they hold the belief that they are were born to be teachers. All these factors constitute a need to explore this scarce area of research in the Egyptian context, to examine the different emotions and beliefs that English teachers develop on their way to build their own professional identity. Most of the studies conducted to investigate teachers’ professional identity are carried out in the Western World and very few were carried out in Egypt. For instance, Abd El Fattah (2016) conducted her study to investigate how teachers negotiated their sociocultural identity and the factors contributing to the negotiation of this identity. On a different dimension of identity, some other

studies were carried out to address teachers' beliefs and practices and how they are influenced by educational reform (Abd El Latif, 2012; Brown & Gebril, 2014; Darwish, 2016). Waly (2013) also investigated how the January 25<sup>th</sup> revolution influenced the identities of a group of EFL university instructors and their perspectives of both teaching and learning. None of these studies, however, focused on teachers' beliefs and emotions and how these shape teachers' professional identity. This is the gap that the present study aims to investigate.

### **1.3 Research Questions**

Being an insider who experiences different types of positive and negative emotions in teaching, which, in turn, affects the way I develop my teaching beliefs. Simultaneously, I am an outsider who listens and shares the same circumstances with other teachers. This situation has helped me in arriving at the aim of my study which answers the following research questions:

1. How do the positive and negative emotions of teachers in the workplace affect teaching beliefs?
2. What are the effects of emotions and teaching beliefs on developing teacher's professional identity?

### **1.4 Limitations of the Study**

The study adopts the qualitative approach; however, the approach is only applied to a small-scale sample; therefore, the results of the study cannot be generalized. Moreover, data is collected from private universities targeting specific groups of teachers who share similar contexts and students. Furthermore, the study is not a longitudinal, thus, it cannot observe whether emotions or teaching beliefs change overtime; had it been longitudinal it would have increased the reliability of the research study. Furthermore, the study relies on self-reported data and thus it could be biased. Finally, the students' investigations could increase the validity of the research since they are involved in the teaching practices which reflect teachers' beliefs.

## **1.5 Definitions of Constructs**

**1.5.1 Theoretical Constructs.** It might be useful to define some of the main constructs that are crucial to the study such as emotions, teaching beliefs and professional identity.

**1.5.1.1 Emotions.** Lazarus (1991, 1999) defines emotions as a person's response towards the environment, his/her understanding to the self and the world surrounding him/her, and the way of coping with such threats and challenges. (as cited in Veen, Slegers & Van de Ven, 2005).

**1.5.1.2 Teaching Beliefs.** The beliefs that teachers hold about their teaching include three main categories: their beliefs about the learners, their beliefs about learning (which is reflected in their teaching practices) and their beliefs about themselves (including both their self-efficacy as teachers and their emotions, as the students feel the personal emotional structure of the teacher, before his/her intellectual influence that highly impacts the teachers' self-image.) (Borg, 2001; Xu 2007).

**1.5.1.3 Professional Identity.** Is a dynamic construct which is shaped according to the different contexts that the teacher becomes involved in through his/her daily practice, together with mastering his/her own knowledge and achieving professional development and developing a sense of self-awareness. (Pennington and Richards, 2016)

## **1.5.2 Operational Definitions**

**a. Emotions** describe any positive or negative feelings that a teacher has towards students, the institution, colleagues and their own teaching.

**b. Teaching beliefs** include the inner thoughts that teachers hold about learning, teaching, the subject matter they teach, their students and their teacher self.

*c. Professional identity* is operationalized in terms of the four levels of Gee's (2001) framework (the core identity represents the self; beliefs, emotions and values, the institutional identity, which is granted by the institution that the teacher works at, the discourse identity which is determined through his/her discourse with the other and the affinity identity which defines his/her membership to a certain community).

The next chapter offers a review of the literature on teacher beliefs and emotions as related to their professional identity development.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Chapter Overview**

This chapter presents a review of the major pertinent research on the topic under discussion; the chapter also examines the effect of positive and negative emotions on teaching beliefs as well as the role of emotions and beliefs in the development of the teacher's professional identity. The literature is organized thematically in relevance to the main constructs of the research questions. Section 2.2 discusses the concept of identity, its different definitions and the theoretical frameworks used to analyze identity with reference to the framework which guides the current study. Section 2.3 discusses the concept of the teacher's identity, in particular, and how it evolves as crucial factor in teacher education programs. Section 2.4 discusses the construction of professional identity. Section 2.5 is devoted to the language teachers' professional identity. Section 2.6 covers some of the relevant studies which focus on emotions as integral to teacher education programs and the theoretical framework that guides the analysis of emotions in this study. Section 2.7 reports on the different strands that emerged within the area of teacher professional identity. Section 2.8 examines relevant research on teachers' beliefs and the theoretical framework leading the analysis of beliefs in this study. Section 2.9 examines the relationship between emotions and beliefs and how they affect language teachers' professional identity. The final section presents a conclusion on the discussed literature.

### **2.2 The Concept of Identity**

Crucial to the study of teachers' identity is the study of the concept of identity. To define this concept, two essential questions need to be addressed: "Who am I?" and "Who are you?". The response to the first question encompasses self-concept, i.e. person's beliefs about oneself. means , whereas the answer to the second discusses one's involvement with the external world which comprises the social dimension of oneself. Therefore, both dimensions are inseparable and they integrate to construct identity. The personal dimension evolves from one's conceptions of him/herself. This concept of self-identity is liable to change all over time as



a result of the experience one goes through and which forms subjective identity; how we see ourselves as opposed to projected identities; how we present ourselves to the other (Lemke, 2008). To explore the notion of identity, it is pivotal to explore identity in terms of its relation with the other

Identity could be viewed as the very special traits or characteristics of a specific person according to the views of the society, culture, skills and societal positions (Gee, 2001; Richards & Pennington 2016). Therefore, identity reflects the person situated in a specific social event. For instance, the teacher has a specific type of identity in class which is different from his/her identity outside the classroom. It could also be defined as a person's sense of self, which includes a self-image and self-awareness. This image relies on the person's beliefs, values and the norms of the society and thus one's identity is recognized according to codes of appropriateness or inappropriateness in terms of the society codes. (Gee, 2001; Norton.1997; Varghese et al., 2005)

The role of the other in identity construction is important. In the early 1970's, Tajfel introduced his social identity theory and he defined identity as "that part of an individual's self-concept which is derived from one's knowledge of his/her membership of a social group together with value and emotional significance attached to membership." (As cited in Joseph, 2004, p.76). This definition includes five main characteristics of identity:

- The social identity belongs to the individual rather than the social group.
- It is a matter of self-concept.
- Membership has to do with the nature of the group itself.
- Personal knowledge about such a group or membership is based on subjectivity.
- The emotional side is highly significant and is an integral part of identity.

The definition suggests that identity needs to be understood in relevance to both internal and external factors.

Hechtt (1993) Communication Theory of Identity defines it in terms of a self-conception towards different layers of identity which evolve as a result of interaction with the other. Thus, he identified four types of identity:

- Personal identity (self-concept) means how the person thinks about himself/herself.
- Enacted identity involves how the person expresses his/her own identity in terms of language, communication or discourse.
- Relational identity refers to one's identity in relation to the other.
- Communal identity defines identity in terms of the community or the group.

The difference between the personal and enacted identity is that the personal dimension involves the self-image, whereas the enacted one has to do with who I am for the other. In the former, the self is the sole judge, in the later the other is the judge.

Gee (2001) examines identity in terms of an analytic tool that could be used to understand the identity of learners and learning. He believes that human interaction in any context reveals the kind of person he/she is or the several kinds of persons he/she displays. This means that this kind of person is changeable according to many factors such as time, place, context, etc. Therefore, identity could be defined in terms of how the person is recognized as a specific type according to the given context. Thus, all people have multiple identities according to their performance in the society. According to Gee (2001), identity has four perspectives; nature, institution, discourse and affinity identities. These four dimensions are inseparable and they are intertwined in a complex relationship integrating to form a person's identity, yet one level might be more prominent than the other depending on the context. First, the nature identity or the N-identity is the identity state a person is born with and usually the force governing it is beyond one's control. The N-identity is formulated through the other types of identities, i.e. the institutional, the discourse and the affinity identities. Second, the institutional identity;

the I-identity, is granted through the institution and has to do with laws, principles and regulations. The I-identity ranges from being actively or passively engaged in the roles imposed by the institution so it is either a “calling” or an “imposition”. (Gee 2001, p.103). The third perspective is the discursive identity or the D-identity which is related to the person’s individuality though it is not granted by nature, nor the institution. Rather, it is determined in terms of the discourse of other people whom we interact with. An important distinction needs to be made between the I-identities and the D-identities. On the one hand, the D-identities is granted by what Gee calls “recognition”, in the sense that people whom the person interacts with ascribe him/her with such identity. On the other hand, the I-identity is supported by the official entity that the person belongs to. Similar to the I-identities, the D-identities are placed in a scale which shows how the person is passive or active in terms of building these identities. Hence, the discursive identities range between “ascription” which has to do with how people describe the person or his/her “achievement” which is the result of one’s own responses to others. (p.103)

Another point to be noted here is that the D-identities are not shaped through institutions. On the contrary, D-identities are construed through discourse and dialogue with no support from the institutions creating the fourth perspective; affinity perspective or A-perspective. The power which distinguishes the affinity identity is the set of “distinctive practice”. In this sense, an affinity group is a group of people who may be scattered in different places, yet they share the same “allegiance to, “access to”, and “participation in” specific practices that provide them with shared experiences. Thus, the power in control is either participation or sharing. (p.105). Allegiance takes two forms: the primary refers to the common practices and the secondary refers to other people sharing the same traits or culture. In turn, this means that shared practices, not the discourse or the institution, create the affinity identity.

This suggests that identity can only exist with an “interpretive system” (p.103), which takes the form of norms, traditions, institutional rules, discourse and dialogue, or the affinity group. Hence, the same identity

could be constructed with different interpretative systems and through the different perspectives of identity and people would negotiate their identities in terms of how they want to be seen.

In the current study, the researcher uses Gee's analytical framework to examine the teacher's professional identity with its four levels, this provides an in-depth analysis that examines identity in both directions, i.e., the inner dimension that has to do with the teacher-self, and simultaneously, the social dimension that has to do with one's social interaction with the outside world, the institution, the classroom environment and the collegial environment.

### **2.3 The Concept of Teacher Identity**

Teacher cognition has been a central theme in teacher education and development. Only in the last two decades, has there been a shift from the cognitive aspect towards the social one, which heavily emphasizes the role of identity in teaching and teacher development. This is aligned with social constructivism, its emphasis on the human agency and the identity construction through different facets like institution, culture, social groups, etc. (Pennington & Richards, 2016). Teacher's identity is regarded as a dynamic construct which is shaped according to different contexts as teacher becomes involved in multiple situations which demand the display of the different identity facets. For example, the teacher needs to master his/her own subject matter, classroom management skills that govern his/her interaction with his/her students and determine how both self-awareness and self-development could be achieved. This, in turn, means that identity lies at the heart of teaching and education. Richards (2006) states that: "teacher learning involves not only discovering more about the skills and knowledge of language teaching, but also what it means to be a language teacher. Identity seems to play a special role in teaching, as compared with other professions." (as cited in Pennington & Richards, 2016, p.155).

The identity that the teacher displays in the classroom is part of the way he/she perceives their institutional role as teachers as well as their own individual identity. Usually novice teachers take the stance of what

Zimmerman (1998) calls “situated identity”, which takes the form of the traditional and pedagogical role of the teacher as their “default identity.” (as cited in Richards & Pennington, 2016, p.7)

Teacher’s identity is not static but it is negotiable and built through experience. Johnson (1996) describes teacher’s identity as a “socially constructed activity which requires the interpretation and the negotiation of meanings embedded within the context of the classroom.” (p.24). The classroom identity is constantly overlapping with the external contexts that teachers are involved in during their daily interactions outside the classroom. (Pennington, 1999; Varghese, 2005). Therefore, the different teaching contexts, whether it is a new school, a new culture, or a different institution, allow different identities to be negotiated in response to the differing contexts. Miller states that:

“The negotiation of teachers’ professional identities is powerfully influenced by contextual factors outside the teacher’s themselves... the identity resources of the teachers may be tested against conditions that challenge and conflict with their backgrounds, skills, social membership, use of the language, beliefs, values, knowledge, attitudes and so on. Negotiating those challenges form part of the dynamics of the professional identity development.” (as cited in Pennington & Richards, 2016, p.9)

This means that teacher’s identity is dynamic and is always liable to change and development.

## **2.4 Professional Teacher Identity Construction**

Teacher professional identity does not only depend on the subject matter and the different approaches or methods of teaching needed, but it also depends on the teacher’s personal identity or what Gee calls “core identity”. Therefore, the different perspectives of teacher’s identity played inside and outside the classroom constitute the self-image that the teacher wants to project of himself/herself. This personal dimension has been

called the “art or magic of teaching”. (Freeman & Richards 1993; Pennington 1989; Zahorik, 1986) (as cited in Pennington & Richards, 2016, p.10)

Lewis states that “when people speak of a born teacher, what do they mean?... it seems as if one key is being oneself. Skills can be learnt, but not those good qualities that are already part of one’s personality”. (as cited in Pennington & Richards, 2016, p.10). Therefore, the teacher’s creation of his/her own identity, as a teacher, is based on the connection between his/her own personal characteristics (beliefs, values and emotions) and his/her own professional knowledge.

## **2.5 Language Teacher Identity**

The language teacher identity includes knowledge about the field of language teaching, acquired through his/her education and experience, thus creating one’s affiliation towards his/her own profession. (Richards & Pennington, 2016). Different contexts impose different kinds of constraints on the teaching practices, either inside or outside the classroom. Pennington and Richards (2016) identify these conditions either as “favoring conditions” or “disfavoring conditions”. Whereas the former is embodied in classroom facilities and equipment, good compensation along with a reward system and a supportive institution, the latter has to do with limited facilities, worthless rewards and an unsupportive institution. Therefore, depending on the factors the teacher is exposed to, they may either be motivating or demotivating.

It is also noted that culture plays a role in the teacher’s background and experience. In fact, the teacher’s own culture and background heavily impact his/her teaching beliefs. Tsui (1995) noticed how the Chinese culture heavily influenced the teaching practices and beliefs of one of the participants when he observed that while the Chinese participant focused on discipline and course content, the western teacher was more informal and involved a more casual relationship with the students. Tsui believes that this is the influence of the culture

which heavily impacts the way teachers perceive teaching. This situation shows how the different cultural backgrounds of teachers can affect their own teaching practices and beliefs.

Language teachers need to build their own beliefs based on their teaching practices and experience. Johnson (2006) believes that each teacher has his/her own unique experience. Therefore, building the identity of a language teacher should be based upon being a practitioner of the profession and an establisher of one's own theories of teaching. Moreover, he adds that the teacher's own theories of teaching are based on personal reflections and individual experiences.

One of the most important facets of the language teacher is being a member in a community of practice or what Gee calls an "affinity group". Lave and Wenger (1991) explain communities of practice in terms of people who share the same goals, knowledge, values and perspectives. (as cited in Pennington & Richards 2016). This participation is very influential in the development of teachers' professional identity. Richards (2010) states that "...becoming an English teacher means becoming part of a worldwide community of professionals with shared goals, values, discourses and practices". (p.119). The first application of Wenger's communities of practice was in teacher education programs through peer professional development and focus on learning through reflection and practice (Wenger, 2011) and many studies were carried out in this vein, (Ivanova & Mincane, 2016; Pinho & Andrade, 2105; Rosal, Conry & WU, 2017).

## **2.6 Different Strands on Teacher's Identity Research**

Due to the complexity and richness of identity research, the topic took various strands in the literature. The distinction between native and non-native teachers of the English language was one of the scopes discussed in the literature of teacher's identity. For instance, Johnson (2001) is a case study of a TESOL graduate student who suffered from being framed as a non-native who teaches English to speakers of other languages. During the practicum, her mentor struggled with her conflicting identities both as a learner and a teacher. The way the

mentor accepted her helped her to identify with herself as a language teacher and know how to cope with the negative connotations attributed to the non-native English teachers. The study provides a better understanding of the proxies that integrate in the teacher's professional development and urges teacher educators to be aware of the importance of the social identification of non-native teachers with their profession as well as how an issue of the kind could be addressed in teacher education programs. The study is an example of how professional identity intertwines with other factors like social identification and categorization that play a critical role in the development of their professional identity.

In an attempt to see how bilingual teachers developed their professional identity through situated learning and immersion within communities of practice, Varghese (2004) conducted his study. The results show that observed teachers who negotiated their own identities as bilinguals, did so on account of their professional identity that was marginalized. The study highlights the importance of designing language teacher education programs, which help in the construction of the English language and teaching competence. Offering professional development programs is another strand in teacher's identity research. Much of the literature in the area discusses the different tools and methods that can positively help in the development of teachers' professional identity. This is considered from the perspective of the teacher's interaction with students, other teachers, the institution as well as the possible ways of achieving a better educational process. Rosal, Conry and Wu (2017) designed a study to query eleven teachers about their exposure to intercultural communication in a ten-week telecollaboration project. The social cultural theory was adopted as a framework which views learning as a negotiable process. The results showed that telecollaboration helped student teachers to develop online professional identities that can respond to students of diverse cultural backgrounds.

In the same vein, Pinho and Andrade (2015) presented a case study of WR teacher and how she reevaluated her teaching skills in the light of her enrollment in a collaborative education program. The results indicate that such a program was helpful in the reconstruction of her professional identity, identifying the reasons that could



either accelerate or hinder her development and create awareness of the others and their role in the construction of her own identity. The study also highlights the importance of teacher education programs, which enhance intercultural communication and provide ample opportunities for teachers to develop their instructional practices and renew their teaching beliefs.

Reflective self-evaluation is another tool of teacher development. Ivanova and Mincane (2016) investigated reflective self-evaluation in teacher education programs with special attention to the European Portfolio of Student Teachers of Languages (EPSTOL), which enhances reflective activities for teachers together with their teaching practice experience. The results show that reflection and self-evaluation had a positive impact on the development of teaching practices.

In addition to the aforementioned strands in the literature, teaching beliefs and perceptions constitute another strand, which would be discussed thoroughly in the subsequent section due to its relevance to the research questions. For illustration, Rus, Tomsa, Rebeaga and Apostol (2015) examined teachers' professional identity through collecting data in 21 key statements describing teacher's core and peripheral traits. The results propose that the teachers have different beliefs about the teacher's identity and how it should be defined. The results also imply that these beliefs and perceptions were not the same among pre-service, novice and experienced teachers.

Emotions as a trend has recently gained resonance in teacher identity research and in teacher education programs since they are inseparable from identity. A separate section discusses emotions and its relation to the development of professional identity. Since teaching is based on human interaction, it is inevitable not to be void of the emotional dimension. Lee and Yin (2010) examined teachers' emotional experience in the context of national curriculum reform in China. Data were collected from three schools with 22 participants using semi-structured interviews and questions were designed to elicit teachers' emotions about this reform, their coping strategies and their positive as well as negative emotions about new teaching approaches, textbooks and

assessment methods. The results revealed that teachers had both positive and negative emotions towards the new reform policy which triggered a mixture of both joy and fear. Changes in the textbooks were not welcomed, especially by experienced teachers, and were emotionally resisted. Moreover, the implementation of new teaching approaches urged teachers to move away from their comfort zone and to face the new challenges that made them feel stressed and tired. Other teachers were enthusiastic about the reform, but lost interest during implementation, because they felt that their contributions made no difference. Another group of teachers were not excited in the least about the reform, yet they decided to follow the orders and described themselves as “accessories” in the reform machine. The final group had negative implicit feelings, showed emotional resistance and were skeptic about the outcome, even though they obeyed the policy in public; “they pay lip service to the reform but do not believe in the essence of it.” (p.38). The study calls for the importance of creating emotional protection for teachers during the implementation of educational reform. This may be done by providing “emotional fitness “that permits teachers to evaluate their strengths and weaknesses, “emotional literacy”, which promotes both the interpersonal and intrapersonal skills; and “emotional alchemy” that sustains an emotional atmosphere and encourages them to act towards improving their practices.

## **2.7 Teacher’s Beliefs about Teaching**

Professional identity is highly influenced by personal beliefs and by one’s perceptions about teaching; these are developed through the journey of teaching and learning. In this respect, many studies with different theoretical frameworks have been carried out to highlight the importance of beliefs in the construction of professional identity.

In attempting to explore teachers’ philosophies of teaching, Goodman (1988) conducted a study where he used teachers’ practical philosophy as his theoretical framework. The purpose of his research was to find out how those student teachers described their philosophies of teaching in their own way. Data was collected using different tools; class observations, semi-structured interviews and reflective books. The results indicated that

teachers' practical philosophies were mainly organized around two themes: teaching as a facilitation of growth and teaching as an authority, even though teachers give different images related to their own visualization of teaching. The results also revealed that teacher's practical philosophy is formed through their exposure to the world of professional development, their experiences as students and their childhood experiences. Through what he calls the "intuitive screens", teachers interpret their own perspectives of teaching, reject or accept a specific practice that is introduced to them and then try to make the link between the past, present and the future. The study holds implications for the necessity of reflective inquiry as a foundation stone in teacher education programs.

Using the practical theory as their theoretical framework, Stenberg et al (2014), conducted a study to investigate how teachers described their identity through a set of beliefs illustrated by real life experiences. The results show that teachers categorized themselves in four positions according to their beliefs, namely, value, practice, teacher or context positions. The results also indicate that teachers' evolving identities control their orientation towards their teaching career, suggesting teacher education programs need to provide a space for them to reflect on their teaching beliefs and negotiate their identities.

In investigating teachers' perceptions about their professional identity, Beijaard, Verloop and Vermont (2000) carried out a study examining teachers' perceptions about their professional identity. Perceptions were defined in terms of the teachers' understanding about their own profession, which exhibits their personal knowledge about their identity. These perceptions have a significant role on their professional development and on their intentions to cope with the educational reforms and challenges needed to innovate their teaching practices. The results imply a shift in teachers' practices from focus on the subject matter towards pedagogy and didactics that have to do with planning, instruction, moral and ethical aspects during the process of professional development.

Under the positioning theory, which basically relies on how people assign certain identities to themselves and to others, Reeves (2009) carried out a case study exploring the teacher-student relationship. In the study, the teacher described himself as having “oppositional teacher identity” where he believed he had multiple teacher identities with his students; they vary from being either satiric, strict or competent, depending on the different contexts. This variation of identities is what makes him different from other teachers. The same teacher believes that language teaching is not different from any other subject, regardless of the level of students’ proficiency. The results suggest extensive teacher’s awareness and revisiting the teaching beliefs in order to enhance teacher-student relations that facilitate the learning process. Using the same theory, a study conducted by Trent (2016) investigated how pre-service teachers built and negotiated their own identities during their practicum. The teachers were found to position themselves according to their beliefs about different teacher types such as being communicative, real or modern. They also ascribed negative perceptions to other types of teachers which they named as traditional, a spoon-feeder or a controller. Despite the fact that those teachers had a limited agency, they tried to confirm their own identities as teachers, based on their beliefs, and they reflected the conflict they had between their imagined teacher identities and the actual ones they had during their practicum. The study holds implications of the importance of reflective dialogue on teaching practices for a deeper understanding of the teacher’s roles and responsibilities in order to overcome feelings of marginalization and antagonism.

Based on Pennington (2002) framework on studying professional identity, Oruc (2013) investigated a case study of a teacher trainee attempting to explore the way she perceived teachers’ professional identity through using narrative research. The results proposed that teaching, in Turkey, is perceived as a gendered activity biased towards women. The participants’ perceptions about teaching are described as: “teaching is mothering”; this is because the researcher believed that such a profession is enhanced by woman's social role, which allows for the development of a distinctive teacher professional identity.

As noted in some of the studies mentioned above, the perspective of teachers' practical theory or practical philosophy, which emerges from teachers' own practice, has evolved as a line of research to explore teachers' beliefs about their teaching. However, Goodman (1988) developed his framework which was more method-oriented. Furthermore, he believed that teachers' thinking is epitomized in their practical philosophies. Goodman posits that "practical philosophy emerges from an individual's personal experience and is used as a guide for one's actions" (Goodman, 1988, p.121). Therefore, according to Goodman, teacher perspective means "the knowledge on which teachers operate, how they define teaching and categorize situations, and their routine plans for ordering and coping with the world". These are tightly related to "the assumptions about society, knowledge, children, ability, etc.... which underlie teachers' actions. (as cited in Crookes, 2009, p.232). The concept of teachers' perspective developed by Goodman (1988) allows flexibility for the teachers to describe themselves and their experience instead of using philosophical concepts which do not reflect the reality and their inner thoughts. According to (Crookes, 2009), this framework gives teachers freedom to express their own philosophies. Another point introduced by the framework is the idea of "guiding images", which is based on Clandinin and Connelly's definition of image as "knowledge, embodied in a person and connected with the individual's past, present and future... Image reaches into the past gathering up experiential threads meaningfully connected to the present. And it reaches into the future and creates new meaningfully connected threads as situations are experienced... Image carries intentionality." (as cited in Goodman, 1988, p.5). Through these guiding images that were created as a result of teachers' experience when they were pupils and through the guiding images, the teachers create during their preparation as teachers with their own practical experience, and their future aspirations, it is concluded that these experiences together shape their perspectives about their philosophies of teaching.

In the aforementioned studies, many theoretical frameworks were represented in an attempt to find out how teaching beliefs impact teachers' identity construction. They all share the concept that beliefs are

formulated according to external and internal factors which result from one's negotiation with the self or with the other, subsequently, affecting the formation of professional identity. Therefore, beliefs are critical to be studied when exploring teacher's professional identity.

## **2.8 Teacher's Emotions**

Emotions have recently gained a considerable amount of attention in research in the area of teacher professional identity research. The studies that address emotions have different concerns. Some studies focus on the importance of emotions in teaching and how they affect teaching practices. Other studies discuss the social, cultural and political dimensions and how they affect teachers' emotions and their choice of teaching profession. Hargreaves (1998), for example, addresses what he calls "the emotional practice of teaching" in an attempt to uncover the role of emotions in teaching and identity formation. The results of his study reveal that teaching is not only a technical competence, rather, it is an emotional practice that entails both emotional labor and emotional understanding of the experience of the other. The study also showed how teachers' emotional commitment was reflected on their beliefs and practices. It also shed light on the importance of emotions as immanent in teaching and learning and therefore they should be addressed. For this to be achieved, some restructuring can take place by means of mini schools, teamwork, flexible working hours which provide teachers with ample time to create emotional bonds with students.

In the same vein of research, Zembylas (2004) addressed the role of emotions in teaching contexts. He examines personal, political and cultural levels to investigate the interaction between the personal dimension and the school politics. The results shed light on the idea that emotional identification with the self, the political and the social setting is the key for meaningful teaching. This means that emotions assess one's evaluations to the world in terms of accepted emotional rules, which integrate in the construction of beliefs about the teacher-self, that are liable to change over time. The rules are represented in the form of a school culture that stands for power relations; these rules have the authority to suppress some feelings and promote others. The study

emphasizes the significance of emotions in teaching, which is depicted through various contexts: the institution, the students and the colleagues. In addition, it highlights the importance of addressing suppressive feelings of teachers in order to achieve a successful teaching-learning process.

In a qualitative study investigating teachers' professional identity in terms of teaching experience, O'Connor (2008) defines teachers' work as "emotionally engaging and personally demanding." The study accounted for "caring behavior" that teachers exhibit in terms of their actions and emotions which are motivated by their willingness to help their students. This caring is derived from their desire to keep positive relations with their students and maintain their personal beliefs about the role of the teacher. This, in turn, reflects on the construction of their identities in which they take emotions as a means to release the burdens and demands of their work. The results suggest that teachers define themselves through the roles they play in their professional life and their emotions of resistance to the requirements of the institutions. In light of globalization, Song (2016) carried out a study investigating the new requirements imposed on the language teacher, the emotional responses of teachers towards such changes and the way it affected their identities and practices. The teachers' narratives were analyzed in terms of emotional vulnerability to examine its positive and negative effect on professional development. In turn, this permits the teachers to trace back their identities in institutional and social contexts, where their emotions proved to be vulnerable in light of the prevailing discourse. Language teacher identity is governed by emotional and rational responses towards the surrounding discourse, meanwhile, proving emotions to be integral to identity construction and negotiation within institutional contexts that allow some emotions and deny others. The emotional vulnerability that teachers experience is a result of the existential gap between teachers' genuine feeling and reality. Consequently, those teachers attempt to cover up their true feelings and exhibit only the legitimate ones. The results show that vulnerability has a dual role, which is either positive or negative, depending on the teachers' identity who are either risk-takers or protective. The study also

discusses the need to raise teachers' awareness about emotional labor in the teaching profession through teacher education programs to help them recognize their emotions and their effect on beliefs and practices.

Teachers' emotions are shaped by the varying working contexts, and the dynamics of interaction with others is what contextualizes their own professional lives. The psychological theory of emotions introduced by Lazarus (1991-1999) is the theoretical framework which defines Veen, Slegers and Van de Ven's (2005). The researchers conducted a case study to investigate how Dutch literature teacher dealt with the new reform implemented by the school and how this affected his professional and personal identity. The study aimed to explore the influence of educational reforms on teacher's emotions and his personal identity, showing how these changes entailed both negative and positive emotions. This, in turn, highlights the importance of integrating the cognitive-affective dimension in teacher education programs and the way to cope with such changes.

The theoretical framework that guides the current study would be (Lazarus 1991,1999) as this framework integrates both the cognitive and the affective dimensions of teachers' identity. In addition, it helps to identify different emotions that teachers always encounter in their teaching career. Thus, it appropriately fits to be applied in different contexts inside and outside the classroom. The psychological theory of emotions introduced by Lazarus (1991, 1999) regards emotions as a result of the person's interaction with the surrounding environment. Thus, emotions are regarded as the byproduct of person's appraisal to the context and those events which are anticipated to be relevant to their targets. (Veen, Slegers & Van de Ven, 2005). The cognitive - affective dimension provides the chance to investigate teachers' appraisal of different situations, the emotional reactions they encounter and how they manage to face such situations. This dimension combines cognition (knowledge, beliefs, expectations and appraisals), motivation (needs, tendencies, interests and goals) and it also affects (bodily feelings and actions). (Veen, Slegers & Van de Ven, 2005). According to Lazarus (1991-1999), emotions arise as a result of three major aspects:



- The relational aspect: entails the person's relation with the environment, which could harm the person causing negative emotions or benefit him/her causing positive emotions. The person's relations with the environment are not static and they are liable to change according to time and context.

- The motivational aspect: implies that moods and emotions are reactions to one's goals through his/her everyday interaction. This motivation aids to clarify whether a specific event is either a source of harm or benefit.

- The cognitive aspect: involves the basic knowledge in terms of general beliefs about how things function and appraisals of the current situation during a particular event and how the person evaluates such event. This appraisal is highly dependent on the cultural and social variables as well as the personal development. Besides, this aspect is rigid more than emotional.

Lazarus (1991,1999) social psychological approach analyzes emotions in terms of core relational themes and primary as well as secondary appraisals. In the core relational theme, the person encounters either harm or benefit that trigger certain emotions. To identify the core relational theme, the person appraises the situation into primary and secondary appraisals. The primary appraisal is in direct relation with the person's concerns, which could either cause benefit or harm; they consist of three elements; goal relevance, goal congruence/incongruence and goal content. First, goal relevance refers to how far the situational demands tap on the personal goals. If the goals are not relevant to personal demands, there are no emotions. Second, goal congruence/incongruence, which refers to the extent to which the situation is consistent or not with the person's needs. Consequently, goal congruence leads to positive emotions and vice versa. Finally, goal content refers to "what the person had at stake in his/her encounter with the environment, which is related to ego-identity." (Veen, Slegers & Van de Ven, 2005, p.921). If the ego identity is threatened, it can cause negative emotions. For example, when the moral aspect is at stake, this could result in feelings of guilt and shame, because this

dimension is highly dependent on moral values and ideals. The secondary appraisal refers to how a person measures the possible alternatives he/she has in order to cope with current situations and future events. Under secondary appraisal, three more components are identified; blame/credit, which accounts for the person responsible for the situation, including the self; coping, which refers to how the person manages the situational demands through evaluating the available coping strategies and future expectancy, which is relevant to assessing whether the situation would go for better or for worse, depending on its relation to goal congruence.

## **2.9 The Relationship between Teacher's Identity, Emotions and Beliefs**

Studies on teachers' beliefs highlight the importance of studying emotions in relation to beliefs, since emotions shape and are shaped by beliefs. This is because the way person thinks affects his or her emotional responses. This requires studying the interconnectedness between them and how they could be utilized to enhance and support teacher's development. It is believed that learning and teaching involve a dynamic relationship between the self and the other, as well as interactive relations between cognition, emotions and relations. Thus, language teacher education programs need to tap on such an issue, since teachers in their daily professional lives invest in developing pupils' skills and identities which demands emotional labor on their parts. (Maria, Barcelos & Lyhty, 2018).

Teachers' emotions are regarded as dynamic, involving many dimensions such as the cognitive, social and psychological ones embedded in the discursive and ideological practices (Zembylas, 2004). Zembylas (2005) condemns ignoring the emotional aspect in teacher's cognition. He states that:

Emotional knowledge is also an important part of teaching and thus it is greatly needed in understanding teaching and teachers. Certain aspects of teaching can only be learned in practice through how one feels and are not easily described by cognitive schemes. Teacher knowledge is a messy kind of knowledge that involves content knowledge, learning researches, teaching techniques as well as knowledge that can only be attained in

social practice or by personal exploration through how a teacher feels. (Zembylas, 2005, p.468-469) (cited in Maria, Barcelos & Lyhty, 2018).

The complexity of emotions and beliefs lie in their interconnectedness, as both are contextual and dynamic. Moreover, both of them imply the same developmental process. Therefore, to comprehend the development of teachers, it is necessary to integrate this bond between both emotions and beliefs and how they interact in teachers' daily professional lives, the way they manipulate their actions through the personal, social and discursive resources available for them. Although teachers' development is still conceived as involving dissonance, "a state of imbalance between original beliefs and actual events" (Maria, Barcelos & Lyhty, 2018, p.116) and congruence on the opposite side, emotional involvement cannot be separated from these two processes.

In order to explore the interconnectedness of emotions and beliefs, some studies have been recently carried out in this area. Against the backdrop of the sociocultural perspective, Golombek and Doran (2014) carried out a study exploring teachers' "*perezhivanie*" (Vygotsky, 1994) or the lived emotional experience aiming to discover how emotions are in a dialectical relation with cognition and action. The data were collected through the reflective journal written by a student teacher aiming to discover both areas of cognitive dissonance or congruence to identify negative and positive emotions experienced by teachers, since their appraisals imply teachers' reasoning and action. Developing SCOBA, in an attempt to analyze the role of emotions in cognition, the results indicate that the emotional content implies positive and negative appraisals in teacher's thoughts about their teaching. On the other hand, the teacher educator pointed out the normality of such emotional dissonance in teacher's development. The content analysis of the journal also indicates that human emotions and cognition are social, dialectical and dynamic.

On the relationship between teachers' emotions and teaching approaches and beliefs, Trigwell (2014) carried out a study investigating the relationship between teachers' emotions and their teaching approaches. The data was collected using two self-reported questionnaires with a sample size of 175 Australian teachers. The study reported a significant relationship between teachers' emotions towards the context of teaching and how they approached their teaching. Positive emotions were attributed to student-focused approaches whereas negative emotions were attributed to transmission approaches or teacher-focused approaches. Teacher focused content were practiced by teachers who believe that teaching is not valued and they did not have the feeling of control over the subject matter. On the other hand, a student-focused approach was adopted by teachers when the class sizes were small, had reasonable workloads and had control over the subject matter. It was concluded that emotions are one of the fundamental elements, together with cognition and motivation that formulate the human mental operation. In addition, emotional experience is influenced by the teacher-self and his/her interaction with the other which is defined in terms of the socio-political factors governing the school culture. Therefore, emotions influence teachers' cognition and thus affect their practices and beliefs. It is also noted that teachers believed that only positive emotions are eligible to be explicit but negative emotions should be more implicit.

In light of the practical knowledge which leads to the formation of the sense of professional creativity in the competitive era of globalization, Nagamine, Fujieda and Iida (2018) conducted their study to investigate teachers' emotionality through what they called "felt sense" which combines emotions, awareness, intuitiveness and embodiment as perceived by a Japanese L2 English teacher during her practicum and how this teacher articulated her felt-sense. Moreover, the study aimed to examine the relationship between the L2 teacher's emotions and her reflective teaching. Qualitative data was collected; including interviews, poetry writing and narratives. It is believed that reflective teaching is the key to professional development encompassing ongoing change in teachers' knowledge, beliefs, attitudes, identities and teaching practices. Teachers' cognition, as

discussed in the above sections, should not be reduced to the cognitive dimension only, which includes teachers' knowledge, beliefs and thinking, because beliefs are emotional as well as cognitive. The findings have indicated motivation was one of the main reasons that derived the participant to choose teaching as a profession since, both of her parents were teachers whom she could consult at any time. She also believed that the English language connected her to the world. Additionally, the results also illustrate that the participant had a low self-esteem due to the anxiety she felt in relation to her knowledge and skills. The data indicated that her self-image was not entirely developed. In spite of that, the participant developed an image of an ideal teacher based on her former teachers and her father. She described her father's image as "an educator whose character is respectable and whose language and manner of behavior are always polite and appropriate when being with school children." (p.157). This same image that she envisioned for her father was the reason behind her low self-esteem when she compared her teaching skills and knowledge with his. Thus, critical reflection on teaching beliefs, practices and knowledge could be a means of identifying teachers' identities both on the personal and the professional levels. In addition, critical reflections impact teachers in a way that they are not mere practitioners but are part of the prevailing sociopolitical context and the affective as well as moral aspects that affect their beliefs and practices.

## **2.10 Conclusion**

This chapter presents an overview of the literature that discussed identity, with a special focus on beliefs, emotions and the intertwining relationship between them; moreover, the study of the literature examined the effect of these three constructs on teachers' professional identity. The different strands on teachers' identity research are reported briefly. This is beside the theoretical frameworks that guide the analysis of the three main constructs, namely, emotions, beliefs and professional identity. Given the broad and diversified areas of focus in these studies, with regard to those variables, it becomes obvious that research in this area, in an Egyptian

context, is scarce and hardly touched on the three constructs and the relationship between them, or their impact on the construction of professional identity. Thus, the current study is an attempt to fill this gap. The study is regarded as an interdisciplinary because it aims to examine the cognitive-affective dimension of the teacher's identity. Besides, the social interaction of teachers with the surrounding contexts might have different implications on teacher education programs.

The next chapter offers a detailed description of the design of the present study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter presents the methodological framework that guides the study to answer the research questions outlined in section 1.3. In section 3.2, the research paradigm that guides the study is presented. In section 3.3, the research setting is described followed by the participants and data collection tools. The final section provides a description of data collection and analysis procedures.

### **3.2 The Research Paradigm**

In an attempt to investigate teachers' emotions and beliefs and how they contribute to the construction of their professional identity, the chosen study is exploratory in nature and uses the qualitative approach. The qualitative research design is adopted since it is more appropriate for identity development that is dynamic in nature. Norton (2013) claims that the qualitative methods are more adequate to offer deeper understanding of identity issues. He posits that this could be attributed to three reasons: first, in identity studies, it is denied that any research can be unbiased and this means that the researcher is integral in the research project. Second, identity research aims to explore the relationship between social structures and the human agency in a non-reductionist approach. Third, this kind of research provides an in-depth understanding of the dynamics of power and how it enables human actions.

Qualitative research lends itself to the usage of triangulation as a way to investigate a single phenomenon from multiple perspectives. Thus, triangulation helps the researchers develop more self-confidence about their results and discover irregular patterns of the phenomenon under investigation. (Jick, 1979; Norton, 2013). Three qualitative research instruments were used namely: interviews, narratives and focus group discussions.

### 3.3 Research Setting

This research aimed at exploring the emotions of teachers and the role these emotions play in forming their teaching beliefs. In addition, it attempted to figure out how these emotions and beliefs build teachers' professional identity. The data was collected from a group of teachers working in private universities where English is a subject included in the students' GPA; thus, they need to achieve high scores for good accumulative results. Since the researcher did not tackle specific teaching strategies that are relevant to specific courses or curricula, data was collected from teachers working in different institutions. This provided a wider vision about teaching beliefs and emotions and how the difference in contexts might lead to differences in both beliefs and emotions.

### 3.4 Participants

The study used a convenience sampling strategy since the researcher had connections with the language programs from which the data was collected. Seven female teachers with different years of experience ranging from seven to twenty years were chosen to conduct the study. The rationale behind choosing experienced teachers was the level of awareness; it is anticipated that experienced teachers have developed a sense of awareness concerning their teaching job, which, in turn, helped them articulate their beliefs and express their emotions. To protect their privacy, participants were given pseudonyms.

<i>Participant</i>	<i>Years of experience</i>	<i>Institution they work at</i>
<i>1. Rachelle</i>	7 years	Has worked in three institutions, so far. Every institution has its own system and regulations which could be flexible, allowing teacher's



agency, or it could be rigid, stifling his/her creativity. Currently, she is working in an institution which grants teacher limited agency; either inside or outside classroom.

**2. Lilly**

10 years

Has worked in three institutions. The reason behind quitting the first two institutions were the strict policies, which undermine teachers and limit their agency. Currently, she is working in an institution which grants her more lenient working conditions.

**3. Khadija**

10 years

Has worked in two institutions. She reported two contradicting working conditions. The first institution that she left was characterized by being jeopardizing and agency bounding. Presently, she is working in an institution in which she enjoys her teaching job.

**4. Sandy**

12 years

Has worked in three institutions. The first was her initial step in teaching job, where the institution was supportive enough to develop her teaching skills as a novice teacher. The second one was characterized by extremely tough conditions, when it comes to workloads and number of working hours. For these reasons, she resigned. On the present time, she is working in an institution with disfavoring conditions for teachers, in terms of agency and creativity granted for them.

5. <i>Yusra</i>	14 years	Has worked in two institutions. The first was her initiative to teaching world. This institution was beneficial in terms of presenting her to different teaching skills. Currently, she works in an institution with exhausting working conditions, which hinders her from enjoying teaching job.
6. <i>Jasmine</i>	16 years	Has worked in many institutions, where each of them added to her teaching persona. Tough working conditions and un appreciation were reasons behind quitting some of them. Other institutions were left when she felt that she needs to learn something different. Currently, she is working in an institution which pays off financially, though it is intervening and controlling all the time.
7. <i>Linda</i>	20 years	Has worked in three institutions. The first was characterized by relatively low salaries, in comparison to other private ones. At the same time, the teacher is treated like a machine, with no chance for professional development. The second one was also underestimating as teachers felt devalued and thus she left. On the time being, though the institution might intervene in some contexts, she is working under conditions, where she teaches the way she wants.

## **3.5 Methods of Data Collection**

### **3.5.1 Instruments**

The different tools used were narratives, interviews and focus groups.

**3.5.1.1 Narratives.** The use of narratives has emerged as a prevailing trend in teacher education research and has been used as a tool to comprehend and unveil teachers' interpretations of the activities they are engaged in (Johnson, 2006). Elbaz (1991) contends that "story is the very stuff of teaching, the landscape... within which the work of teachers can be seen as making sense." (p.3) (as cited in Johnson, 2006). Therefore, the teachers were asked to provide a 600-800-word statement about their teaching beliefs. They were also required to relate their teaching beliefs to real life examples that took place during their teaching career.

**3.5.1.2 Interviews.** To obtain self-reported data, semi-structured interview questions were developed to address the main constructs in the research questions, i.e., emotions, beliefs and identity. The questions were arranged in a way which provided a logical sequence for the teachers to follow. The first question served as a warm-up strategy to help the interviewees become engaged and prepared for answering the rest of the questions. The following questions addressed teaching beliefs, emotions and teachers' identities as well as the intertwining relationships between the three constructs. The interview questions were designed to elicit the information in the following manner:

Questions 1-3 were designed to allow the participant to mention their years of experience, the reason for choosing teaching as a profession and whether they received any teacher training.

Questions 4-13 discussed teachers' beliefs about the different teaching strategies and approaches; about themselves as teachers and how they are perceived by their students, the changes in their teaching beliefs throughout the years and the factors that brought about such changes.

Questions 14-17: the questions examined the emotions that teachers experienced in specific contexts, especially those related to their students, the institution they work at, their colleagues, their teaching and learning and how they cope with different emotions.

**3.5.1.3 Conducting the interview.** The same protocol was conducted with all teachers and the same sequence of the questions was followed in order to ensure the reliability of the data. The interview lasted from 60-90 minutes. Whereas, some of the teachers could finish the complete interview at one time, others preferred having the interview at two times. The questions were organized in a logical sequence to help the interviewees arrange their string of thoughts for effective data elicitation. All interviews were audio-recorded and then transcribed by the researcher.

**3.5.1.4 Focus group discussion.** Is a kind of group interview which allows the discussion between the research participants to collect data by means of interaction among them. Thus, instead of questioning participants individually like in the interviews, people talk together, discuss their experiences and their viewpoints and comments with one another. This method is found to be beneficial because it reveals what people think, how they think and why they think in such a way (Kitzinger, 1995). The researcher prepared a set of statements and the participants were asked to express their agreement or disagreement concerning these statements. There were five statements led the discussion to revolve around emotions, beliefs and identity (see appendix A).

**3.5.1.5 Conducting the focus group discussion.** The researcher acted as a facilitator and explained the aim of the discussion. In order to generate ideas from the focus group, the researcher distributed a sheet with a set of statements and asked the participants to discuss and explain their agreement or disagreement with such statements. The discussion was audio-recorded by the researcher and then transcribed for analysis. The discussion lasted for two hours.

### **3.5.2 Procedures**

1. A pilot study was conducted before obtaining the Institutional Review Board (IRB) approval with two different teachers in order to assess the appropriateness of the procedures used and identify any potential problems before the operational data collection.

2. To observe research ethics guidelines and after explaining the aim of the study, the participants were asked to sign a written consent form.

3. Interviews were conducted based on negotiating the appropriate time for the participants to be sure that the proposed time was convenient for all of them. After data collection, some of the answers were not obvious enough. In order to obtain further explanation, the researcher had to revisit the questions with the participants through electronic messages and phone calls.

4. For the narratives, the prompt was sent via e-mail and the teachers were given a week to respond. The purpose of giving them a week was to provide them with ample time to reflect on their teaching and associate it to their own philosophies.

5. For the focus group discussion, a convenient date was set for the participants to gather and discuss their beliefs and emotions about teaching

### **3.6 Methods of Data Analysis**

Goodman (1998) and Borg (2001) have common viewpoints when it comes to knowledge about teachers, teaching and plans of coping with the external world. However, Goodman's framework adds the concept of "guided images."

Accordingly, the teaching beliefs were analyzed within the framework of Goodman (1998) in terms of their practical philosophies, which involve the knowledge of the teachers, how they define teaching and how they prepare their plans to cope with the external world. The researcher also used Borg's (2001) classification

of teachers' beliefs into three main categories: beliefs about learners, beliefs about learning and their beliefs about themselves (i.e. emotions, and self-efficacy).

The emotions' analysis followed Lazarus psychological theory of emotions which, involves three main dimensions that allow the emergence of emotions. The first is a relational dimension that includes person-environment relations. The second is a motivational dimension that refers to personal goals and interpreting specific events as a source of benefit or harm, and the third is a cognitive dimension that involves the person's knowledge about a specific event. This framework identified a specific set of positive and negative emotions. However, the researcher was not limited to the use of this specific set of emotions that are identified by the framework; moreover, the researcher classified all the emotions into positive and negative ones, even those that are not included in the framework, but were mentioned by the teachers.

The identity construct was analyzed within the framework of Gee (2001), which classifies identity into nature identity, institutional identity, discourse identity and affinity identity.

The analysis started with data collection and underwent several steps to arrive at the final findings. Phase 1 involved the collection of data using a focus group, interviews and narratives; The were transcribed and the narratives were sent by email. In Phase 2, the researcher read the data recursively to identify general patterns and relate them to each theoretical framework guiding the analysis of the main constructs. In Phase 3, the researcher followed the steps of content analysis (Erlingsson & Brysiewicz, 2017) to interpret the data through a systematic classification process of coding and to identify relevant themes and patterns. To complete the third phase the following steps were taken:

- Step 1: The researcher applied the initial color-coding system to identify main themes (this system facilitated the grouping of data according to relevant themes and patterns)
- Step 2: To achieve data reliability, the coding was done in collaboration with another coder.

- Step 3: Both the coder and the researcher coded individually the same sample of the interviews, the narratives and the focus group discussion.
- Step 4: The given codes were discussed with inter-coder agreement of 90%.
- Step 5: The researcher then coded the rest of the data individually and put it aside to revisit later.
- Step 6: After three days the researcher repeated the coding process and compared it to the previous coding done.
- Step 7: The outcome of the comparison between the two coding systems showed 95% agreement.
- Step 8: the collected data was grouped into relevant themes and patterns.

For demonstration, samples of coding for emotions, beliefs and identity are presented according to each theoretical framework and the rationale behind them.

**EMOTIONS** coding was done on the basis of Lazarus psychological theory of emotions(1991-1999) where the source that triggers specific emotion is identified, arousing either positive or negative feeling, depending on person’s identification of it either as harmful or beneficial. Thus, the researcher identified all events mentioned by participants by giving each event a specific code. Emotions are given their codes, as described by the participants. The appraisals of different events are based on its relevance, congruence and being non- threatening to teacher’s ego. If this is not the case, then a secondary appraisal is required and here teachers blame or credit someone for specific event, they express how they cope with their negative feelings and their strategies or plans to overcome those feelings for better future comes.

**Coding Sample for emotions**

<i>Participants</i>	<i>Event</i>	<i>Emotions</i>	<i>Core relational theme</i>
<i>Rachelle</i>			

	<p>1. Disruptive behavior</p>	<p>Depressed</p> <p>Irritated</p>	<p>Primary appraisal</p> <p>Source of harm</p> <ol style="list-style-type: none"> <li>1. Goal congruence</li> <li>2. Goal relevance</li> <li>3. Goal content</li> </ol> <p>Authority challenged</p> <p>Secondary appraisal</p> <p>Blame/credit</p> <p>Students blamed</p> <p>Coping strategies</p> <ol style="list-style-type: none"> <li>1. a. Behavior report</li> <li>2. b. Identify reasons: <ol style="list-style-type: none"> <li>a. Shyness</li> <li>b. Unpleasant experience</li> <li>c. Urging participation</li> <li>d. Encouragement</li> </ol> </li> </ol> <p>Future plans:</p> <ol style="list-style-type: none"> <li>1. a. Interactive students</li> <li>2. b. Students' transformation</li> </ol>
	<p>2. Failed activities</p>	<p>Furious</p>	<p>Primary appraisal</p> <p>Source of harm</p> <p>Secondary appraisal</p> <p>Blame/credit</p> <p>Teacher/student</p>



			Coping strategies Evaluate exercises Future plans Modification/change
	3. Students care	Happy Satisfied	Primary appraisal Source of benefit 1. Goal congruence 2. Goal relevance 3. Goal content Non-threatening
	4. Students' progress	Happy (students) Proud (my effort)	Primary appraisal: Source of benefit 1. Goal congruence 2. Goal relevance 3. Goal content Non-threatening

**BELIEFS** coding was done based on both Borg (2001) and Goodman (1998) where they classified teaching beliefs based on teacher's beliefs about teaching (methods and strategies of teaching), beliefs about the students, beliefs about the teacher-self and beliefs about the subject matter. In addition, Goodman's "guided images" was used as a code when teachers expressed any event that controlled their teaching and has its connections with the past, present and future.

## Coding sample for beliefs

*(Beliefs about teachers) 1. Facilitator-2&3. Master skills 4. Supporter 5. Guided image*

“Teachers around the globe aspire for a common goal; (1) to help students achieve better education regardless of the type of such education. In their path to achieve their goals, (2) teachers develop various techniques, try to master many skills and (3) obtain different concepts and ideas to facilitate learning. As a teacher, I constantly endeavor to be the (4) support I (5) once needed as a student and that each and every student needs.”

**IDENTITY** coding followed the different levels of identity identified by Gee (2001) in his framework; namely, core identity (i.e. beliefs and emotions), institution/(I) identity (granted by the institution), discourse /(D)identity and Affinity /(A) identity (granted by the group who share common practices).

## Coding sample of identity

“(I identity) Teachers should always act professionally with their students since the student - teacher relationship was never equal. There is a power difference between the teacher and the students.  
(D Identity) However, this doesn't mean that teachers get cold towards their students but they have to provide warm support and caring to get them from where they are to where they are supposed to be.”

The next chapter presents the results of the current study.

## **HAPTER 4: RESULTS**

### **4.1 Introduction**

The results of the analysis of the data collected from the narratives, interviews and focus group discussion, are presented in this chapter.

### **4.2 Positive and Negative Emotions Effect on Beliefs**

In order to answer the first research question that examines the effect of positive and negative emotions on teaching beliefs, Lazarus (1998) psychological theory of emotions was used to analyze the data. In brief, the framework attempts to identify the sources of emotion as either positive or negative. In addition, it taps into how a person appraises the situation drawing on his/her experience in relation to his/her goals. If these events are a source of benefit, then positive emotions are stimulated and vice versa. The analysis showed negative and positive teacher emotions associated with different aspects, including students, activities, teaching strategies, workplace atmosphere, how teachers cope with such emotions, and the effect of emotions on beliefs. The following section includes a description of these different issues based on the analysis of the study data.

**4.2.1 Student-related emotions.** Teachers reported both positive and negative emotions concerning their interactions with students. When teachers were asked about feelings related to students who are either described as caring or responsible, they reported a set of positive emotions, such as satisfaction, happiness, appreciation and reward. These positive emotions directly reflected on their beliefs about their students where they reported that the students who really care are those who achieve better results. At the same time, they admitted that when their students are caring, they themselves as teachers are more motivated to plan interesting and engaging activities that could meet the needs of those students.

Rachelle, a teacher with seven years of experience, says "...and you can feel it when the atmosphere of the class is interactive, you willingly give more and more of your time and effort in contrast to the classes in which learners do not want to learn, one feels disappointed and you just do what is required."

Teachers also reported that learning is a process which is dependent on mutual cooperation between the teacher and the learner. At the same time, students should exhibit a responsible and caring behavior towards their academic goals in order to achieve the learning outcomes. They also reported that teaching is all about caring, which, in turn affected their beliefs about their students and their teaching strategies. For instance, teachers believed that they care about their students during their assessment, because they exert an effort to give them accurate feedback about their progress. They also show care when they prepare varied activities to cater for the different needs of their students and integrate their topics of interests in classroom activities; in addition, to their willingness to repeat an explanation for students who need further clarification. This happens due to teachers' belief that teaching is caring and that it is one of the key factors of a successful learning process, where both the teacher and the learner exhibit a caring attitude to one another. Lilly, a ten-year experienced teacher, stated, "you know that you care very much when you still mark every paper with great attention and love, even though you know that you are not getting paid for it". Khadija, another ten-year experienced teacher, also had the same belief and that was reflected in her words, "teaching is all about caring. If you do not care, you would never think about the activities, the reading and the assignments that best match your students' needs, interests and academic level." Similarly, Yusra, one of the interviewed teachers, asserted that: "the message in teaching is all about empathy, compassion and gratitude but this should be mutual from both the teacher's and students' side equally."

On the other hand, teachers reported negative feelings associated with their students' irresponsibility, or those who showed disruptive or unmotivated behavior. The feelings those teachers reported were feelings of depression, frustration, irritation and sadness. Those negative emotions as well affected their beliefs about their

teaching strategies for those students. Most of them blamed their students for irresponsible behavior, however they agree to look back into the reasons behind this behavior and attempt to fix it by providing students with more interactive activities that invite them to participate. They also try to choose topics of interest for their students which would evoke them to participate and learn. Besides, they reported that in group work and activities when they assign to such students the role of the leader, such a move was very effective and led to an increased student participation.

Only Yusra reported a feeling of indifference concerning students' irresponsibility since she believes that the teacher has to do her job effectively regardless of students' attitude. However, the learner also has a role in the learning process, which he/she should fulfill, in return. Yusra believes that a true learner is the one who exerts the best of his/her effort to achieve the learning outcome. Thus, no strategies or modifications were suggested in her plans as she believes that it is normal to have irresponsible students in class. Consequently, Yusra decided to ignore irresponsible students as long as they do not disturb the class and she could follow her lesson plans.

Teachers reported different feelings when dealing with their students who might show anger signs towards them in situations like receiving their feedback, grades or evaluation. Some teachers feel that this is normal and they expressed neutral feelings. Others expressed their disappointment, anger or sadness. Whatever type of emotions those teachers felt; they affected their beliefs about their own coping strategies with such type of students. They believe that the teacher in such situations needs to explain and clarify to the students the reasons for such an evaluation and react calmly. It is also noteworthy to mention that experience plays a role in regulating teachers' reactions and emotions. Thus, the teachers admitted that such situations were really depressing and annoying at the beginning of their career when they were not quite confident about themselves and their self-efficacy. The experience helped them to manage and control situations when they occur in class. Sandy, a twelve-year experienced teacher, reported: "There was a student who got C in the evaluation of an

assessment... After distributing the papers with the grades and feedback, he started shouting and talking in a very aggressive tone complaining that his grade is totally unfair and that he is an A student. I acted very calmly and I asked those who got A to read out loud parts of their essays then I asked him to read parts of his written essay. Then I had an open discussion to allow all the students to evaluate their written parts, projecting them to the evaluation rubric to know how they are graded. By the end of the class, he apologized for his attitude.”

Positive emotions were also reported in relation to students’ progress, interaction, engagement and achievement. All teachers reported feelings of happiness, pride, satisfaction, confidence, success, accomplishment, validation, victory and reward. These positive emotions affected their beliefs about themselves as teachers since they now felt that the successful learning process typically depends on a high level of engagement from the students in class and they all reported that as novice teachers they were implementing a teacher-focused approach which is mainly dependent on the teacher. They reported sad experiences and classes failed as a result of such approach. They believed that as they became more confident about their capabilities as teachers, they started to follow student-focused approach in their teaching, which involves high levels of engagement for the students.

Rachelle said: “I make various ways inside the class to let the learners interact. Moreover, I try my best to make the students actively participate and interact. With respect to reading a passage, for instance, I divide it into separate paragraphs. Then, the learners are divided into groups of four or five. Each group has a paragraph that they read and then when the time is up, each group assigns a representative to explain what they understood to the whole class...”

**4.2.2 Teaching related emotions.** Teachers showed a change in their emotions when they altered their teaching style to fit their students. Some teachers welcomed the idea of change and showed a positive attitude and willingness towards it. Other teachers felt disappointed and unsuccessful when their teaching style did not

fit their students' needs or meet their expectations. However, despite the mixed feelings, they all believe that teachers need to cater for all their students' needs in order to achieve a successful teaching-learning situation.

Khadija reported, "...adult learners need to find a strong tie between what they learn in classrooms and their real world, otherwise, instructors no matter how professional they might be, will be at the risk of losing their students' interest and curiosity about language". Linda, another interviewee, with twenty years teaching experience, said, "For me, a successful teacher should be really patient and understanding. She has to grasp the fact that students learn at different paces, so she should be ready to explain the material in various ways."

Lilly who reported feelings of disappointment, also believed that she needs to accommodate to her students' needs even with a feeling of disappointment, which she used to feel at the beginning of her teaching career. She mentioned, "I look back at the challenges that faced me as a young teacher... Ten years later, I sometimes stare at the same challenges in the face. The lesson I learned is that not every student sees the learning process as I do. This conclusion helped me see the beauty in my students, how smart, different and hopeful they are."

Concerning failed lesson plans and activities, teachers reported negative emotions like being furious, disappointed, demotivated, frustrated or unhappy. These negative feelings affected their beliefs about their teaching strategies in terms of trying to find an alternative for activities that did not work for their students. Teachers suggested reflection on the lesson plan and modifying the parts that didn't work for the class. They also considered using the lesson plans in a different way, or give the students another chance to reflect and then re-discuss it with them. All teachers admitted that it is not always the students' responsibility when the teacher finds himself/herself in a position where he/she has to deviate from an activity or a lesson plan. Thus, the teacher should at all times have an alternative plan to avoid such negative emotions. They also mentioned that the teacher should be very well-prepared to cater for all his/her students in order to avoid such experience.

Khadija expressed her negative emotions when her plans or activities failed, "...of course, I don't feel good about this, and I feel very disappointed, but I make sure to reflect well on that activity to find out the reasons why it didn't work. As a result, I might disregard the whole activity or I improve the areas of weakness and re-use it in other classes." She also added that her experience helped her to control those negative emotions regarding failed classes, adding, "I think that this was the case at the beginning of my teaching career when I was still not confident enough about my skills and abilities as a teacher. Failed classes used to get me stressed out for more than a week. Now, if one of my classes doesn't go well, because of the lesson plan or one of the activities didn't go the way I planned, I just think of the reasons why it failed and I simply modify the plan."

Jessy, a teacher who has been working for fifteen years as a language instructor at private institutions, also expressed a similar idea, "Well, this is a challenging situation where I always try to be ready up to my ears with varied tasks and activities that suit the students and that is why getting to know their characters, age, background and interests is very important in helping me prepare activities that would engage them."

When teachers were asked about their emotions concerning compliance with institutional demands that are related to instructional practices and their teaching style, most of them reported negative emotions, like being restricted, bored, and uncomfortable. One of the participants reported neutral feelings and another reported indifference. When further investigated, teachers admitted that such feelings were the result of suppression and the many failed attempts to convince the institution to try different things. Linda provides an example for such compliance saying, "sometimes the institution asks for a task to be conducted by the students and it is not related to their academic progress, so I need to encourage them to participate in this task. I tell them about gaining experience or developing their personality." The teacher expresses that she just follows the rules imposed by the institution though she is totally unconvinced.

Rachelle also narrated, "One of the cases was a moderation case and the student really deserved to be a B student, not C. So, I raised the student score in in the speaking test to upgrade his/her scale to B since I did



believe that his/her speaking skill deserves to be raised, but the module leader refused and said that we have a ceiling for the speaking grades for upper-intermediate students regardless of their actual level, which is totally unfair. So, I followed the rules though I was totally unconvinced with their stupid logic that if you don't write as a B student, then you will not speak as a B student. That's totally insane!". Sandy had a similar story, "I was attacked by the supervisor, because I gave two of the upper intermediate students (A) in the final speaking exam. She was really rude to me and she claimed that I do not know how to assess the students. My response was showing her the comments that I wrote, but I was about to lose my job for the grade inflation according to their point of view."

Jessy also mentioned the intervention of her director in the way she deals with her students, "A question never short in answer! Yes, the director decided that I should lose my friendly attitude that helps students come around and actually like learning a little more, because this highlights how less friendly other teachers are! A totally unprofessional comment and handled in the least correct manner, so I felt really misjudged, my efforts belittled and downsized. However, I persisted to be the same."

What is interesting here is that teachers may resist the policies and follow what is in harmony with their own beliefs. Therefore, negative emotions do not always change the teacher's beliefs and challenge them; in fact, sometimes these negative emotions could be the driving force of confirming or stabilizing certain beliefs that the teacher finds very effective. Thus, the participant firmly believes that students need a supportive and safe environment to practice their language and the high rapport that the teacher builds with his/her students could be one of the main motives encouraging students to actively engage in their class and proceed with language acquisition. Consequently, the teacher persisted to follow the same belief even though it might be threatening to her future when it comes to working for the institution.

Jessy confirmed this idea saying, "I strongly believe that motivation is the key to conquer any obstacles, whether in language learning or life. Creating a supporting environment with much empathy and motivation

can build a strong learner's ability to learn and achieve more. Also, I believe in grading any task to suit the learners' styles and abilities so that the ultimate goals are better achieved." She also reported, "My interaction with the students is constant and ongoing. That is a substantial part of teaching, every day and in every single moment there is interaction in class and outside of it too. It helps create a classroom environment more suitable for learning and advancement."

The negative emotions that the teachers showed towards the adjustment that the institution imposed on their teaching style is justified in their own beliefs and that is why it brings about such negative emotions. When teachers were asked about their love for the teaching profession, a common theme that emerged is that teaching allows them to unleash their creativity and extend their help to their learners. The institution's intervention in this context stands as a barrier that hinders their creative thoughts according to the policies or rules set by the institution. They also shared the belief that the teacher should cater for the different needs of his/her students as they believed that students differ in skills. Thus, the institution's intervention within the activities to be practiced in class is against teachers' beliefs concerning their teaching strategies, which reject the idea of a kind of activity that might not fit all the students and might be regarded by the teacher as only course fulfillment. Moreover, the case of assessing the students according to a pre-decided borderline is also against their beliefs about their learners which could stifle their creativity. It is also against the teacher's belief about himself/herself as the one who provides help, since they feel that they are not capable enough to provide the required support for their students, in front of the policies that the institution imposes.

### **4.2.3 Institutional-Collegial Related Emotions**

**4.2.3.1 Collegial-related emotions.** Teachers reported positive emotions in relation to the collegial support, healthy exchange and sharing of ideas. They felt supported, happy, inspired, confident, strong, appreciated, recognized, helpful and effective. In his framework, Borg (2001) integrates the beliefs about the self as one of the dimensions which formulates teachers' beliefs. He elaborates that the teachers' beliefs about

themselves are directly related to their sense of self-efficacy and to the extent to which they are satisfied with their job. Teachers' positive emotions about the collegial atmosphere enhance their beliefs about themselves as teachers since they feel appreciated, recognized and effective which is directly related to a sense of high self-efficacy supported by their work community. Teachers could exchange a piece of advice, an interesting activity that intrigues students or an effective lesson plan, and this is directly reflected on their beliefs about the teaching-learning process as a whole.

When asked as how they see themselves as teachers, Linda answered that she sees herself as a "helpful resourceful teacher and learner." Jessy also believed that she is "a hard worker who is always willing to go the extra mile and extend help and pass on experience."

They admitted that a positive atmosphere among colleagues and friends is one of the major reasons that help them tolerate the hard work and the emotional exhaustion they feel in their job. When the relations among colleagues go the other way, negative emotions were reported and teachers believed that they need to evaluate their interpersonal relations and only act professionally. Lilly's story with one of her colleagues supported this idea, saying, "The interpersonal relations and office politics have always been a challenge for me. I recently became a supervisor over a colleague who is older than me, she was unhappy about it. I would say that I failed in my tasks because I was trying to be nice and friendly rather than establish ground rules. We definitely ended up with unhappy students who complained a lot, and also a great part of my vision for the semester was jeopardized and we did not make the good impression we sought at all. I felt betrayed by my colleague, who refused to take responsibility for what went wrong in the module. I also learned that plans, rules, and regulations have to come first and trying to make friends or be friendly at work is something that I no longer want or need."

The results also show that competition among colleagues is interpreted differently according to the teachers' beliefs. Whereas, some believe that competition is healthy and that it brings about positive emotions

like feeling motivated and positively challenged, others felt furious, stressed out or even ironic about the situation and wondered how competition could help achieve their teaching goals.

For instance, Yusra said, “the competition among colleagues makes me feel curious to know how it would be good for what we do.” Lilly regarded competition as “a chicken cluck”. These statements could all be interpreted in terms of how satisfied these teachers feel with their teaching jobs and the extent to which they find their work environment supportive.

**4.2.3.2 Institutional-related emotions.** Another important factor that formulates teachers’ emotions in different dimensions is the institution they work at and whether or not it provides them with a nurturing atmosphere that would allow their professional growth. Therefore, one may conclude that institution politics are directly related to the extent to which teachers feel satisfied with their jobs.

Teachers reported a set of negative emotions concerning aspects like their promotion, how the institution ignores their efforts or contributions and how they are incapable of obtaining what they deserve for their own work as well as achievement in their teaching career. Some teachers reported feelings of disappointment, demotivation, misery and lack of appreciation. Other teachers reported neutral or unsurprised emotions; however, such emotions are out of their sense of frustration as they reported that this is how things usually go and that is why they are either indifferent or unsurprised. This is directly related to teachers’ beliefs about considering teaching as an emotional job. They all believe that teaching is a job that is emotionally exhausting and does not pay well whether financially or emotionally. Lilly reported, “I believe that working in private institutions all my life, in which the students are usually richer than the teacher, has eliminated the fact that teachers must be more presentable and that this reflects a rather sad socioeconomic status on the Egyptian teacher. With my salary, I cannot dress to impress; I also provide for my family. The identity of a poor, oppressed teacher is definitely clear when looking at her shoes... it doesn’t financially payoff and a lot of the

time the emotional reward that you search for does not make an appearance either.” Sandy, a twelve year experienced teacher, added, “it is an emotional labor especially in a country like Egypt where the teacher who teaches from the heart and tries to do her best to make the students love to and be eager to learn and attend her class, but I can’t even find a satisfying salary and am treated like a machine or a computer.”

Khadija’s words confirmed what Lilly and Sandy said, “We sometimes don’t feel we want to go to the university today, but we go and we teach anyway! We teach no matter how sad or happy we are, the situation is just like actors who perform on the stage to please their audience regardless of their own suffering.”

All teachers reported negative emotions related to imbalance between their personal and professional lives. They highlighted feelings of frustration, depression, misery and anxiety emotions when they have workloads and insufficient time to carry out all the required tasks like their lesson preparation, corrections, providing students with thorough feedback and their own professional development. They felt stressed, burnt out or overloaded, and these negative emotions directly affect their beliefs about job satisfaction .Some teachers discussed their desire to quit their job as a result of the exhaustion and the pressure imposed by the institution when it requires carrying out many tasks in an unrealistic timeframe. While others believed that the coping strategies with such problems could be a feeling of indifference to overcome such stressful emotions, others suggested that they try to apply time management skills and define their priorities in order to overcome such problems. Lilly reported, “...as a teacher you are drained on a daily basis to cater for the different needs; the needs of your students, supervisors, faculty, university...etc.”

Thus, institutional demands play a crucial role in formulating teaching beliefs about themselves as teachers and their self-efficacy. In addition, it determines their beliefs about teaching profession in terms of job satisfaction or dissatisfaction. Besides, it is directly related to their belief that teaching is an emotional labor

where the teacher holds several burdens that the institution could be one of the main reasons that contribute to such burdens.

### **4.3 Emotions and Beliefs in the Construction of Professional Identity**

To answer the second research question, beliefs were analyzed in addition to emotions in order to figure out how both beliefs and emotions affect teacher's professional identity. Beliefs were analyzed according to Goodman (1998) and Borg (2001) where the analysis identified some elements which formulate the teacher's beliefs. The two frameworks share teacher's beliefs about teaching, learning, learners and the subject taught. Goodman (1998) tackles what he calls the "guiding images" which bases teaching philosophy on the threads that connect the past experience with the present and the future expectation and this is a very crucial element which emerged as a theme in the data. Furthermore, Borg (2001) illustrates beliefs about the self as a teacher which are directly related to his/her sense of self-efficacy, the extent of satisfaction or dissatisfaction about himself/herself and the degree of emotional exhaustion he/she could feel in his/her teaching profession. These elements are also very important to examine when analyzing teacher's professional identity. Therefore, the two frameworks are used to provide broader image for teacher's beliefs.

This means that emotions are substantial in teachers' evaluations of the external world, which contribute to the formation of their own beliefs about themselves in addition to other external factors. Such beliefs are changeable overtime which drives their own professional identity.

#### **4.3.1 Professional Identity in Relation to Emotions and Beliefs**

In his framework, Gee (2001) identifies four levels of identity. First, nature identity, which people are born with and have no control or power over it, like being short or tall. Second, institutional identity that is granted by an entity or an institution, such as being a doctor or a professor. Third, discourse identity, which is granted by the other, through one's discourse, an example is being charismatic. Finally, the affinity identity,

which distinguishes individuals who share specific sets of practice. The four levels of identity are intersecting and they may simultaneously be at work, with one more dominant than the other in some cases. Gee (2001) also refers to the core identity which denotes a person's inner self and his/her own distinctive trajectories in life according to one's own unique experience. Narrativization is one way to explore one's inner self; discourse is what gives the person the chance to constitute his/her "core identity" to the others. Carter and Doyle (1997) posit that "...becoming a teacher means (a) transforming an identity, (b) adapting personal understandings and ideals to institutional realities, and (c) deciding how to express one's self in classroom activity." (p.139) (cited in Rodgers & Scott, 2008).

It is evident that teacher's identity formation represents a kind of interplay between external forces which represent the institution, the students, and their colleagues and the internal forces which represent the beliefs, attitudes, life history, personal narratives and emotions. Therefore, identity is formed in different contexts which bring about cultural, historical and political forces. At the same time, it involves the relationship with others and emotions, which means that identity is shifting, multiple and is determined by the context.

To answer the second research question regarding the analysis of emotions and beliefs together with the analysis of identity, Gee's (2001) analytic framework was used. Teachers' emotions and beliefs represent part of their core identity whereas the interpretation of these emotions and beliefs involves dealing with the other in different contexts that bring about different levels of identity defined by Gee (2001) in his framework, namely, the discourse identity, the institutional and the affinity identity.

The data analysis emerged into three main contexts in which the identity of the teacher is negotiated as a result of the different inner and outer forces that formulate this identity.

**4.3.1.1 Student-related context.** As mentioned before, teachers identified a set of positive and negative emotions that they felt with regard to their own students, who exhibit caring or responsible behavior towards

their teachers and their learning. They reported positive emotions like satisfaction, reward, happiness and appreciation, which directly reflected on their beliefs about their students and their teaching strategies. They believed that teaching is all about caring that is the base for a mutual relationship between the teacher and the student.

Thus, teachers exhibit different levels of identity in terms of expressing their inner feelings and their beliefs about their students. Moreover, teachers have emotions and beliefs about their own teaching, which are exemplified in their “core identity”. Furthermore, the “discourse identity” of those teachers is revealed in their teaching practices in terms of providing their students with the same caring behavior shown in their teaching and in their relationship with students. Sandy said, “Of course, my priority is to care for my students’ well-being and I always try to build a rapport by talking to them about their experiences and interests, also while explaining a new or difficult objective, I use examples that capture their attention; I believe that this is also a way to tell them that I care about their interests. I also care if they understand, I care about their performance and their grades. I feel that my real reward is when any of them tells me that I helped them to develop either on the personal or the academic level.”

Students’ feedback was identified by the teachers as one of the main sources for developing their teaching. They reported that their students always represent a source of challenge to their beliefs about teaching and hence they could change their teaching beliefs as a result of their students’ feedback; hence professional development. To reiterate, teachers’ beliefs, which represent their core identity, are liable to change as a result of students’ feedback. Besides, teacher’s discourse identity, which is revealed in their teaching practices, is not static and students are always the source of change. This theory conforms to the concept of identity as dynamic and changeable in nature according to the different contexts and different external and internal forces which bring about different facets of identity. (Gee, 2001).



Rachelle said, “If learners are bored, then the teacher needs to revisit what he/she is doing in class to develop a better teaching style.” Lilly also accounted for this saying, “I always find students’ feedback to be very insightful because it is the most related behavior to teacher’s achievement.” Sandy mentioned, “The students’ feedback is the most rewarding gift a teacher can have. It shows the teacher’s impact on students’ lives.”

When teachers reported irresponsible, uncaring, or disruptive students, all the emotions reported were negative. Examples of these feelings are sadness, disappointment, dissatisfaction and anger. These negative states affect teacher’s beliefs in terms of their strategies in dealing with those types of students, to turn them into active learners in class. Teachers reported involving them in interactive activities and assigning them the role of group leaders or group work where the group could encompass students of differing capabilities and hence encourage them to participate and change their attitude in class.

Again, teachers’ emotions and beliefs, their core identity, impact their classroom practice, which exemplifies their own discourse identity. It is also noteworthy that teachers’ true emotions, in such contexts, are not shown to their students, but what the teachers reveal is their strategies to deal with those students. This is explained by the fact that the institution sets specific rules for those teachers when dealing with their students; this brings about another level of identity, namely, “the institutional”. This level of identity is governed by the rules set by the institution, which the teacher should abide by regardless of his/her true emotions. Concerning this point, Rachelle reported, “I do remember a class which was really a very disruptive class and I was totally depressed and very irritated from their behavior and attitude. I resorted to the module leader to take action with them for their inconvenient behavior in class. She told me that all we can do is to write a complaint through their faculty and they are responsible to take an action. So, I felt that my authority is challenged both inside and outside the classroom.”

In the previous situation, the teacher depicts the limits which the institution imposes in dealing with the students. Thus, the institution is always there within the classroom practices. This means that the teacher has to show his/her institutional identity in class which defines his/her relationship with his/her students. At the same time, he/she exposes how they want their discourse identity to be exhibited to their students through their teaching practices and classroom management, representing their beliefs about teaching; their core identity. Thus, discourse and the institutional identities are intertwined with the liability to the degree of emergence of one of them more than the other according to the context.

Most of the teachers believe in specific boundaries, which should be preserved between them and their students to avoid face threatening situations. This negative condition could create in the teacher negative emotions like embarrassment, weakness or sadness. Lilly commented, “I agree that teachers and students should maintain a professional relationship that adheres to a strict set of rules defining those boundaries. It is important to set rules from the very beginning of the relationship between the teacher and her students. This relationship of converse always means that one of them, mainly the teacher, will have the upper hand, which is a great responsibility that gives the teacher a chance to educate students about the importance of rules and boundaries and how it can be translated outside the world. It also means that the students get to discover themselves and how they related to different experience and background.”

Khadija also supported the same belief mentioning, “Teachers should always act professionally with their students since the student-teacher relationship was never equal. There is a power difference between the teacher and the students. However, this doesn’t mean that teachers get cold towards their students but they have to provide warm support and caring to get them from where they are to where they are supposed to be.” Jessy added, “A teacher’s authority is a term to be wisely handled, it is not the ultimate stifling authority and not a thing to trifle with. Personally, I do not feel threatened by any challenge especially if the institution’s rules guide the interaction among teachers and learners.”

In the previous instances, teachers preferred to exhibit their institutional identity in terms of their relationship with their students. In other words, the institution grants the teacher the power to have the upper hand in class and this is reflected in their beliefs that the relationship is never equal. At the same time, teachers display their discourse identity in the way they choose to communicate with their students so that they provide their discourse identity for their students as caring and responsible for their own future.

Only Rachelle believed that these boundaries would hinder the rapport that could take place between the teacher and the student and hence she adopts different strategies in dealing with her students. She mentioned, “Actually, I don’t completely agree especially when learners are not young... and here the instructor should not create barriers, in fact sharing a few ordinary details won’t be a problem and would help to create more rapport with the learner.” In this example, the teacher preferred to keep her discourse identity, which is represented in creating rapport with students through sharing some instances of her personal life, instead of exhibiting her institutional identity, which define the teacher-student relationship in terms of rules that the institution grants to the teacher according to his/her own position.

This, in turn, means that the core beliefs and emotions, that each teacher holds, affect the way he/she would choose to expose himself/herself to the other and which level of identity would they play according to both internal and external forces.

In summary, students are influential in formulating both teachers’ beliefs and emotions. The way that teachers exhibit these emotions and beliefs about their students through their classroom practices is constantly changing. This is because the teacher’s identity is not static. Rather, it is changeable all the time according to the dynamics of both the inner self and the outside world. This brings one of the main sources of professional development.

**4.3.1.2 Institution Related Contexts.** Teachers are exposed to many unwelcoming conditions caused by the institution and may lead to negative emotions. A negative emotion of the kind may be the result of the different regulations that are not in conformity with teachers' beliefs and emotions. It is interesting to note that all teachers believed that working in different institutions developed their teaching styles, the ways of dealing with different types of learners and different laws and regulations pertaining to various institutions. This is further explained in terms of the fact that each institution defines its own set of rules and regulations. Thus, the institution is another source of professional development, which is identified by teachers reflecting their different facets of identity, i.e., core, institutional and discourse identities. Lilly said, "I worked in different institutions, and this helped me meet several types of students from different backgrounds with various levels of competency and so my teaching methods had to differ from one institution to the next." Sandy also mentioned, "Yes, I worked in three different institutions. First, at Berlitz Language Centers, where I received an intensive training before I started teaching. It was the first place where I started my teaching career. I was a fresh graduate, who was teaching adults (my age and older). It developed my teaching skills, and personal skills. Professionally, I learned how to use a variety of creative techniques as I was teaching the four language skills to beginners and intermediate level students. Then I worked at the GUC for three years, where they used to give us workshops before every semester. The students' level in English was much more advanced than the students at Berlitz, but they were less motivated. So, I had to be more creative and come up with activities to grab their attention..."

Jessy also reported, "Definitely, working with different institutions taught me how to handle different types of learners of varied age groups, scholastics, cultural backgrounds, needs and abilities. Moreover, I got introduced to different management systems and mindsets which helped me in becoming more flexible, embracing all new techniques and applying new teaching methods."

This implies that each institution has a specific set of codes that it grants to the teachers working under its auspices and this set of codes or rules is what defines teacher's institutional identity. Furthermore, teachers who

work in different institutions meet different types of learners. Teaching different types of students requires varying the way of teaching to meet the different learners' styles. This situation impacts the teachers because they are exposed to another source of formulating their own beliefs about learners, and developing different strategies of teaching to suit every learner. Subsequently, the instructors teaching practices serve to develop their discourse identity, which surfaces when teachers communicate their beliefs and emotions to the learners. Moreover, the management system that each institution runs allows teachers to be more flexible. They adapt themselves to the working conditions and develop coping strategies, that could help in overcoming the unwelcoming conditions that might bring about any kind of negative emotions.

The degree to which institutional regulations provide a kind of flexibility allows teachers to negotiate their own identities in a way that conforms with their beliefs and reveals their true emotions. Situations of the kind would result in teacher satisfaction about their teaching job. Meanwhile, they would have their own opportunity to develop their own teaching and negotiate their own identities either in a classroom context or outside. Khadija stated, "I was once challenged by my institution with regard to the application of task-based methodology in classroom. The idea was that the institution refused the integration of grammar in classroom activities, but I challenged that idea confirming that even task-based classes include '*a focus on form*' stage in a lesson, so I have to address issues related to pronunciation and grammar."

In other institutions mentioned by other participants, the regulations that the institution imposes act like a barrier between what the teacher feels and believes in many instances and this what brings about their emotional labor and job dissatisfaction.

**4.3.1.3 Self-related contexts.** When teachers were asked how their students perceived them, their answers varied. What is interesting here is what they report about their students' perceptions represent the discourse identity they wanted themselves to be ascribed with, either it was an actual description that their students

reported, or their beliefs about themselves and what they want to display to their students. Thus, their answers did not differ that much when they reported their own beliefs about themselves as specific kinds of teachers in relevance to how their students perceive them. This means that they wanted to display this type of discourse identity, which they believe that they represent to their students through their teaching practices.

For instance, Yusra reported that her students perceive her as “unorthodox “and she perceived herself as “different”. Linda, Sandy and Jessy gave the same description for how their students perceive them and how they see themselves as helpers and supporters. What could be deduced here is that the identity that they believed about themselves is the identity they wanted their students to ascribe to them. The rest of the teachers who mentioned other attributions did so because their students described them as such or these attributions represented the discourse identity they aspire to reveal.

Teachers were asked how they perceived themselves as a specific kind of teacher. The teachers’ answers to this question revealed their core beliefs about themselves. At the same time, it showed how they interpret those beliefs in terms of classroom practices which reflect their discourse identity. The answers were relatively different according to each teacher’s own trajectory and experience, which define his/her own core identity.

Most of them believed that they are helpful and are always ready to extend their own support to their students. Some of them expressed satisfaction about themselves as teachers and they believed that they do their best in terms of activity preparation, lesson plans and catering for their students. Others believe that they are satisfied, yet they are still in undergoing continuous self-development, which they believe is very essential for a professional teacher. They stated that this could be achieved through attending workshops, conferences and courses which present the new methods and strategies of teaching and learning. Lilly perceived herself as a helper as well, however, she expressed that she is not satisfied with her teaching because she does not attend any professional training. “I am not the kind of teacher I aspire to be, and this is due to the lack of my

professional training as a teacher. I always know the content really well, but I am never sure of the teaching methods that I use. Also, as an undergraduate, I only studied literature, linguistics and translation. My courses never included assessment or teaching methods.”

Yusra was satisfied with herself as a teacher because she believed that she is different from other teachers who are solely dedicated to teaching. As a result of variation, Yusra feels she has a more global scope than her peers who are only dedicated to teaching. “As a teacher, I guess I am a bit different as I don’t consider myself dedicated to the profession. I translate, edit and copy edit while teaching, so I can say I have more global knowledge in contrast to a lot of peers.”

In these instances, teachers’ core identity is represented in the way they perceive themselves as teachers. Their beliefs differ according to their own trajectories and experience, which drive them to adopt specific teaching strategies inside the classroom and other strategies outside the classroom. They believe that teacher is a helper and this is what they choose as their discourse identity which they try to communicate to their students with the utmost efficiency they can afford. Lilly said: “I see myself as a teacher who wants to provide a better learning opportunity to my students than the one I received, and in doing so, I myself learn a lot in the process.” Jessy also mentioned, “As a teacher, I see myself as a hard worker who is always willing to go the extra mile and extend help and pass on experience.” Linda reported, “I see myself as a helpful and resourceful teacher and learner... I think I am the teacher I have always aspired to be since I teach the way I like and with the utmost efficiency that I can afford.”

Teachers talked about professional development as very essential for teachers to be effective. Therefore, attending conferences, workshops and seminars was identified by most of the teachers as influential in developing their teaching strategies and achieving their sense of self-efficacy as professionals. This brings us to the fourth perspective of identity, namely, “affinity identity”.

All teachers share common practice and allegiance to the community of teachers. Attending such kind of gathering that encompasses teachers from many different places where they share their different methods, strategies of teaching and techniques, helps in their professional development. In this context, the level of the affinity identity emerges.

Furthermore, when teachers were asked about sharing ideas with their colleagues, it was identified as bringing about their positive emotions as teachers. Examples of these feelings are being supported, happy, inspired, confident, strong, appreciated, recognized, helpful and effective. They all believe that one of the main forces that help teachers to develop a sense of self-efficacy and achieve a sense of job satisfaction is their colleagues where they can exchange ideas, useful exercise or innovative ways of assessment and this in turn leads to their professional development as teachers. Thus, teacher's affinity identity, which shows his/her affiliation to the group of teachers who agree about specific practices and shared beliefs, is another level of teacher identity. The degree to which the teacher is active or passive towards his/her community of teachers is yet another indicator of his/her sense of self-satisfaction as well as the degree of commitment he/she has towards the affinity group.

Exploring teachers' narratives reveals that there was a set of distinctive features that all the teachers believe any teacher should have and this, in turn, reflects the idea that members of the same affinity group would share common beliefs and ideas as a result of their own allegiance to the same group. For instance, all teachers agreed that they should be providers for knowledge to their students. In addition, they all admitted that the learner should be at the heart of the learning process and that the teacher's role is to facilitate the learning process. Last but not least, they all shared the importance of providing the students with the psychological support to create independent learners who opt for choosing to learn and are well-motivated.



Concerning their belief in the subject matter they teach, teachers believe that language acquisition is gained through practice and total immersion. Also using authentic examples that relate reality to the classroom is an effective approach. Moreover, they believe that student-centered teaching methods are the most effective in language acquisition.

Some of those teachers believed that they have different teacher-self in class, whereas others believe that they have the same teacher-self inside and outside the classroom. This also means that the teacher might choose two different discourse identities; one suitable for a classroom context and the other for outside the classroom. Khadija reported, “Yeah! I definitely have a separate teacher-self. For example, I am a very shy person, and guess what?! None of my colleagues or students would ever imagine that as I seem to them very confident in class. As a teacher, I have good organizational skills which I actually lack outside the classroom. Actually, I don’t know whether this should be the case or not!”

Lilly also mentioned “I do believe I have a separate self that divides my personality inside and outside the classroom. I am more outgoing and fun-loving outside the classroom. Inside the classroom, I tend to focus on the content that I am eager to explain well.”

In previous examples, teachers show that their discourse identity in class is different from the one outside. What could be deduced from here is that teacher’s identity is governed by other factors like the institution that imposes a set of rules on the teacher; even the affinity group, in a non-official manner, defines some codes that every teacher should have. In other contexts, outside the classroom there are no specific codes or even norms that govern the teacher’s discourse identity, in a situation of the kind a separate teacher-self can emerge. Even those who expressed that they have the same teacher-self, as they reported, it is deduced that it is not the same teacher-self. For instance, Yusra reported, “There are main guidelines and principles that a teacher has to maintain in order to be a good person and this has to be extended further for everything. Weaknesses can only

be shared for lessons to be taught. The main thing I get to separate from my students is nervousness... other than that I guess I am being myself in my class.”

Jessy also said: “A teacher should have a true personality that is explicit inside and outside the class, but with more leniency or strictness whether inside or outside class according to the situation.” This means that there is a part of their identity that will always be kept from the classroom context and that this unrevealed part is governed by the institutional codes or even cultural norms that define the relation with the other. As Yusra describes it as, “weakness and nervousness”, which means that the true emotions would be hidden and only what suits the institutional guidelines is what the teacher unveils in class.

Most of the teachers identified the way they dress as part of their own identity and the way they want others to perceive them as a specific type of person. They believe that teachers should dress in a way that highlights their presentable image without being provocative in any way. They believe that how they dress should maintain a respectable image of themselves as teachers. This means that most of them believe in a dress code that is decided upon by cultural norms, which require that the teachers look respectful and presentable. In this context, the teachers communicate to their students another discourse identity; through a paralinguistic method, i.e., the way they dress. Lilly supported this belief saying, “Indeed! I believe that what I wear on a daily basis reveals a lot about every aspect of my character and this is very important in a relationship in which the teacher is supposed to be more powerful. So, the teacher is always expected to be presentable but not provocative.”

Rachelle said, “The teacher should be neat and well dressed... Actually, the look of the instructor is part of her image in front of her students. Yusra also mentioned, “Yes, the way I dress represents part, if not all of what I believe, how I want to be addressed and how I want others to treat me and as far as she is concerned, this means that the teacher’s outfit should have a respectable look.” Jessy agreed with the argument saying, “I agree, though it has to comply with the institution’s professional attire.” It is also noted in Jessy’s statement that

institutions sometimes specify a dress code for their teachers and, in this instance, the way teachers dress becomes part of their institutional identity. Otherwise, it depends on the teacher's choice and how he/she wants others to perceive them.

Only Khadija reported a different opinion as she believes that it is only through teaching practices that the teacher can maintain a professional image; not through the way he/she dresses. Again, this reflects that teacher's core beliefs about the self are what derives the way he/she communicates other perspectives of his/her own identity.

Finally, when teachers were asked to compare themselves now with when they were novice teachers, all their answers revolved around shifting their teaching approach from being teacher-centered to becoming student-centered. The latter entails better questioning techniques, feedback strategies and lesson planning. Two of the participants highlighted the organizational skills and classroom management skills when becoming experienced teachers. Identifying the main sources of change, trial and error was common in most of the answers. Their responses consolidate their perspective with regard to teaching as being a continuous learning process in its own right. Their point of view implies that, like students, the teacher is in a continuous learning process where he/she tries different methods and strategies of teaching with their students that might or might not prove their effectiveness. Every trial of teaching adds to the teacher, formulates and reformulates his/her beliefs constantly. This goes in accordance with the dynamic concept of identity which evolves continuously. These all happen within the dynamics of the internal and external factors that shape this identity. These factors could be his/her inner self, represented in emotions and beliefs which are dynamic in nature and they affect other levels of his/her identity. These beliefs and emotions are reflected in the way those teachers want their students, their institution and their colleagues to perceive them, which is enhanced and negotiated through their chosen discourse identity to be perceived as a specific type of people or teachers.

The final chapter outlines the discussion of the research finding and its relevance to other research studies in the field.

## **Chapter 5: Discussion**

### **5.1 Introduction**

The final chapter discusses the main research findings relevant to the research questions of this study in addition to the previous and pertinent research studies conducted within the same vein of the current research. Section 5.2 discusses the different emotions that teachers experience and how these emotions consequently affected their teaching beliefs. Section 5.3 presents a discussion on how both emotions and beliefs affect the construction of teacher's professional identity. Section 5.4 suggests some pedagogical implications on the basis of the research questions. Limitations of the study are presented in section 5.5 and the final section is dedicated for further suggestions of research.

### **5.2 The Emotions Identified by Teachers**

The results reveal that emotions, either positive or negative, revolve around three main axes; the students, the teaching and the institution they work at. One may conclude that teachers develop a strategy to cope with all the negative emotions they feel and these strategies give them the power to continue in their teaching job. This coping strategy also impacts their teaching beliefs, and allows its recasting to fit their beliefs about themselves as professional teachers. This strategy is all the time liable to reshaping and reconstruction in accordance with the dynamic nature of teacher's identity. The same applies in the case of positive emotions that the teachers experience. These experiences enhance the teacher's ego, whereby, the teacher is keen to always sustain these positive emotions. Additionally, the source of triggering these emotions is congruent with the teacher's goals and thus he/she tries to develop and enhance these emotions in a continuous manner.

With regard to students, teachers reported that caring behavior of their students was a source of their positive emotions. Examples of such emotions are happiness, satisfaction, appreciation and reward, which consequently formulate their belief about teaching as caring, recognizing that caring students are successful. At

the same time, teachers are motivated to work with the type of caring students; thus, associating caring to the teaching and learning process; therefore, it is a mutual caring relationship between the teacher and the students. O'Connar's (2008) study yielded results that agree with those obtained in the current study. According to O'Connar, the participants believed that teaching is caring; they felt that teacher's role is to provide aid and support to their students through both their teaching strategies and their role as teachers.

Teachers reported positive emotions with regard to their students' progress; instructors admitted feelings of happiness, pride and satisfaction which affected both their beliefs about themselves as well as their teaching methods. They preferred teaching strategies that are characteristically student-based and require higher levels of student engagement. Moreover, they reported negative emotions when they were dependent on the teacher-centered approaches as novice teachers. Trigwell (2012) proposed similar results, positive emotions were attributed to teaching approaches that are student-focused and negative emotions resulted from teacher-focused approaches.

“Angry students” is another type of student that teachers report as having triggered negative emotions in them creating a sense of anger, sadness or disappointment. Needless to say, under such a condition, the teacher's beliefs are affected, which also impacts the teaching strategies. Additionally, the teacher has to find possible strategies to deal with such types of students. A possible option for the teacher is to suppress actual feelings and react in a calm way towards those students. Experience was a factor that helped in controlling such types of emotions. This feeling mirrors their belief that teaching is an emotional labor. All the time, teachers suppress their genuine feelings to meet the expected codes imposed on them including social or political factors that govern the student-teacher relationship. This study is concurrent with Hargreaves's (1998) as he arrived at the conclusion that teaching entails emotional labor contextualized in dealing with the other. Trigwell (2012) reinforced the idea that emotional experience is influenced by the self and by interacting with the outside world

through socio-political factors governing the institutional culture. In an institution, only positive feelings are legitimate to reveal.

Concerning the emotions that teachers felt towards changing the way they teach to fit student requirements, mixed emotions between positive and negative were reported. Some of the teachers welcomed the idea and they felt positive, while others did not and they reported feelings of failure and disappointment. They also reported negative emotions like frustration, demotivation and sadness for failed lesson plans and activities, which affected their teaching beliefs leading them to modify their lesson plans or activities to render a more effective teaching and learning experience.

Institutions, with their high demands are always a source of negative emotions. In the current study, most of the negative emotions were provoked by the institutional demands which take the form of workloads, the promotion status and the unappreciation of teacher's ongoing efforts. All the aforementioned factors limited teachers' agency and suppressed their true feelings through the institutional codes. All these negative emotions stressed again their belief that teaching is an emotional labor. However, some of the teachers believed in coping strategies like time management and defining their priorities to overcome such stressful emotions. Therefore, institutional demands and the set of emotions attributed to them, play a crucial role in formulating teachers' beliefs about themselves as effective teachers and the extent of job satisfaction.

Song (2016) reported similar results suggesting that the institution is always the source of pressure for teachers where they are emotionally suppressed by the institutional codes. The same idea is stressed by Veen, Slegers and Van de Ven (2005) who believed that the negative emotions specified by the researchers namely; anxiety, anger, guilt and shame were all related to the lack of time, workloads and the lack of support from the management. Similarly, positive emotions were triggered through the interaction between the teacher and the

students. This brings about his feeling of enthusiasm and happiness as he believed that students are the core of his work and thus implementing the student-centered approach.

Emotional experience is a result of the influence of the teacher-self and his/her interaction with the outside world through sociopolitical factors that govern the institution's culture. In addition, emotions influence cognition that affects teaching beliefs and practices. Moreover, emotions help teachers to evaluate the outside world and cope with it in terms of accepted emotional rules which integrate in the construction of beliefs that are liable to change over time. (Song, 2016; Trigwell, 2012; Veen, Sleegers & Van de Ven, 2005; Zemblyas, 2004).

### **5.3 The Effect of Emotions and Beliefs on Professional Identity**

In the previous section, the results of analyzing emotions suggested that there is a relationship between emotions and beliefs and that the emotions experienced by teachers affect their teaching beliefs. Therefore, emotions and beliefs are interconnected and they affect one another, which impacts the professional development of the teacher. Teaching beliefs include beliefs about learning and teaching, the subject matter they teach, the learners and the teacher-self. In expressing their inner feelings and beliefs teachers exposed their "core identity", which Gee (2001) described as the inner-self that is unique in its own. Furthermore, this self is interpreted through the discourse identity that teachers aim to display to the other in the differing contexts; where the other would perceive them as that specific kind of person they portray.

Student feedback was identified as one of the powerful sources that contribute to the professional development of the teacher; therefore, it is no surprise that teachers feel challenged by their students. Consequently, one may suggest that teachers' beliefs are liable to change and students are powerful in reformulating these beliefs. The teachers' ability to change fits the dynamism of identity which varies according to the contexts. It follows that teachers will change strategies to deal with irresponsible students. This again



entails that beliefs as well as emotions are changeable and they are context dependent. Nguyen (2008) suggested that the teacher's identity influences the students' identity more than students do, while Abd El Fattah (2016) had an opposite view as she found that students are more influential on their teachers. However, in the current study students were identified by all the teachers to be one of the most important factors that influence their teaching beliefs. Thus, it is observed that both of them heavily impact one another; in fact, creating some kind of a balanced relation is what leads to a successful teaching-learning process.

Most of the teachers believed in setting limits between them and their students and this could mean that teachers choose the level of identity according to the context. If the situation demands teacher's power, then the institutional identity would surface. Otherwise, the discourse identity would be more dominating. These results suggest that beliefs, which teachers developed about the teacher-student relationship is culture-related; Egyptian teachers believe in setting boundaries and prefer conservative relationships with their students. The same applies to their beliefs about teachers' way of dressing which should convey a presentable image that fits the students' beliefs about the teacher. These results came in accordance with Tsui (1995) whose study found that the cultural background of the teacher heavily impacts his/her teaching beliefs. Only one teacher reported more rapport with students and believed that boundaries would hinder that rapport. Yet, this begs the question of the teacher's age as another variable that could contribute to the rapport degree between the teacher and the student as the youngest teacher was the only one who recommended limited boundaries.

All teachers reported that the institution is highly influential. These results supported Kayi-Aydar's (2015) views, which illustrate that the institution substantially impacts teacher's identity, which is dynamic and context-dependent. The institutional identity of the teacher is governed by specific aspects regulated by distinctive codes and norms decided upon by the institution. The differing managerial system, students, colleagues and the approaches of teaching do reflect on both the teachers' institutional and discourse identities. The extent of support that the institution provides to the teacher helps to develop their institutional identity,

their sense of belonging to this institution and the degree to which they would develop their discourse and affinity identities. Therefore, Zembylas (2004) highlighted the role of addressing the emotional side in teaching in which teachers get to understand themselves as well as the political and social setting in order to achieve a successful teaching-learning process.

According to their inner beliefs, teachers reported the specific kind of teacher they believe themselves to be; moreover, they described themselves diversely according to those beliefs. Rus, Tomsa, Rebege and Apostol (2013) reported the same results, which suggests that there is a distinct self for each teacher, this self is shaped by the beliefs he/she holds. Though each teacher reported his/her image according to their individual experience, there was a general pattern in all answers that indicate some common characteristics that teachers believe them to be essential for any teacher. This suggests that the level of affinity identity allows teachers to share common traits as a result of being exposed to similar experience which would help to develop common beliefs about teaching and hence affect the development of their professional identity. Only one “unorthodox” type of teacher admitted that she simply chose teaching as a profession since it was the only available full-time job she could find and she believes that she is not dedicated to the profession. This again reinforces what Gee (2001) tackled that the identity one formulates could be “imposing” or “calling”. This involves the extent to how the person actively engages and tries to fulfil his/her role or how he/she is passive and does not have a sense of belonging.

Professional development, which entails attending conferences, workshops, seminars, teaching certificates or courses provided by the institution, or from external sources, was very weighty to establish for their professional identity. This indicates that teachers develop a sense of allegiance to the group of teachers who share common beliefs regarding their teaching profession as suggested by Gee (2001). This came in accordance with Richards (2010) who identified that participation is very influential in the development of teacher’s professional identity. Richards adds that teacher’s beliefs and emotions can be re-casted by attending

professional development. Additionally, Pinho and Andrade (2015) suggested that participation helps teachers to reconstruct their professional identity.

Teachers emotions, which form teachers' beliefs about the self and the extent of job satisfaction they feel is another dimension that builds their professional identity. The institution and the collegial atmosphere were very influential as reported by the teachers in this study; it immensely affected their level of motivation and their commitment towards their job. Pennington and Richards (2016) argued that teaching could be in appealing conditions which provide an apt compensation system and endorsing classrooms or it could be in non-appealing conditions which provide poor reward and unequipped classes . Consequently, those conditions either support the teacher or not, lead him/her to be motivated to work or feel alienated with no sense of belonging towards the job or institution.

As teachers reported, experience was shared in the evolving of their teaching beliefs and they reported different teaching strategies and approaches. This is besides the better management skills and the better relations with their students, where the pedagogical aspect is heavily reinforced in their teaching approaches, when compared with the early years of their teaching career. Experienced teachers heavily stressed their belief on the mutual exchange in their relations with their students in which they influence one another. Wenger (1998) posited that the experience that teachers gain through the actual practice of the profession is a very important factor that contributes to the development of teacher's professional identity. The more contexts they are exposed to, the more experience they gain and this is what led all of them to admit that working in different institutions helped them acquire more expertise in their profession as teachers.

#### **5.4 Pedagogical Implications**

Lee and Yin (2010) called for the emotional protection of teachers through the differing contexts and they called for providing teachers with “emotional fitness” which allows teachers to evaluate their points of weakness

and strength. They also suggested “emotional literacy”, which helps teachers develop and enhance their interpersonal and intrapersonal skills, and “emotional alchemy”, which support teachers by providing them with the emotional atmosphere that would help them develop their professional identity. This could be achieved through supporting teachers with education programs that would help them become emotionally educated in terms of dealing with the ups and downs they might face during their teaching career. In addition, the institution should contribute in creating supportive atmosphere that would help teachers construct their identities.

Teachers should develop a higher level of awareness about the different facets of their teaching jobs and their identities. Reflective teaching could be an impressive tool which heightens the teacher’s level of awareness and helps them to improve how they deal with external factors like institution, colleagues, students and the various contexts. Moreover, reflective teaching develops teachers’ sense of awareness in relation to their inner-selves as well as how to reflect on their emotions and revisit their beliefs. Thus, it helps to take these teachers from the level of mere practice to the level of awareness with the dynamic nature of their profession and how they cope with different contexts.

In an Egyptian context, professional training is still lacking and many teachers have not received any teaching illiteracy courses. Therefore, the institution should provide teachers with the adequate training that does not only tap on teaching-related matters but also on the teachers’ construction of their professional identity with its different facets. It is highly suggested that training should be accompanied by practical experience that would develop teachers’ awareness when theory meets practice.

Students are the core of teaching. Therefore, their power should not be underestimated, simultaneously teachers are the true experts about their students, which call for institutional policies to promote teachers’ agency and avoid their marginalization. This, in turn, is reflected on the learning-teaching process which mainly depends on teacher-student relationships in which both of them practice their agency.

Teaching and learning involve an interactive relationship between the self and the other on the one hand and between cognition and emotions on the other hand. This leads to the recommendation that language teacher education programs need to integrate such issues in their agenda. This is because teachers are continuously investing their emotional and cognitive abilities to develop their students' skills which demands both emotional labor and cognitive creativity on their part as teachers. At the same time, it gives them the chance to reconsider their beliefs and update them whenever it is pressing to do so.

### **5.5 Limitations of the Study**

The study aimed to investigate how emotions contribute in the formation of teaching beliefs and how both emotions and beliefs affect teacher's professional identity, yet some limitations were identified in the present study.

The study is preliminary and qualitative in nature and therefore the results cannot be generalized. The limited number of the participants made it difficult to generalize the results in understanding how emotions affect beliefs and how both affect the identity construction. There are other variables that need to be examined, in the current study, all the participants worked in private institutions only, and therefore, different institutional contexts like the public sector were not investigated to see how working in different socioeconomic conditions would affect teaching beliefs and emotions.

The participants were only females which makes it impossible to compare and contrast in order to find any difference between females and males in their teaching beliefs and emotions. In addition, the participants were all experienced ranging between seven to twenty years; therefore, novice teachers were not examined.

The study depended on self-reported data. Conducting classroom observations would have been more insightful to compare between what the teachers reported about themselves and their actual practice.

Furthermore, students are partners in the teaching-learning process, thus, examining them would have added more depth to the study allowing better vision to the effect of the teacher on the students and vice versa.

The study is not longitudinal in nature due to time constraints which could have permitted the opportunity to examine how teachers' emotions and beliefs change over a period of time, how their identity evolves as professional teachers and the various stages it takes to be a professional teacher.

## **5.6 Suggestions for Further Research**

The current study discussed how emotions experienced by teachers influence teaching beliefs and how professional identity develops due to the influence of both emotions and beliefs. It also examined the different layers of the teacher's identity: institutional, discourse, affinity and core identities and how these levels of identity intersect, overlap and are in constant change and development as a result of both internal and external variables. These issues are very essential to be further elaborated as these areas of research are scarce, especially in the Egyptian context.

Longitudinal, case and ethnographic studies are more suitable when conducting identity research since it allows ample time for observation of the phenomenon under investigation, which could yield better results revealing different variables that affect the development of teacher's professional identity.

Since teacher education program is not well supported in the Egyptian context and is identified as a point of weakness for many teachers, conducting research in this area would be useful. This kind of study sheds light on its importance in creating professional identities for the teacher, how it affects their teaching practices and beliefs as well as its effect on the educational process as a whole.

The effect of the institution was identified as one of the major factors that manipulate teacher's emotions and beliefs. Thus, further studies need to be conducted in this area with regard to the different institutional codes in different educational settings and how the institution contributes, either positively or negatively, to these

identities. This is besides the sociocultural status and socioeconomic status of the Egyptian teacher and how they could affect the different levels of identity.

## References

- Al Darwish, S. (2017). Teachers' attitude toward a foreign language: Factors affecting the target language teaching process. *International Journal of English Language Teaching*, 5(1), 1.
- Barcelos, A. M. F., & Ruohotie-Lyhty, M. (2018). Teachers' emotions and beliefs in second language teaching: Implications for teacher education. In *Emotions in Second Language Teaching* (pp. 109-124). Springer, Cham.
- Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge journal of education*, 39(2), 175-189.
- Beijaard, D., Verloop, N., & Vermont, J. D. (2000). Teachers' perceptions of professional identity: An exploratory study from a personal knowledge perspective. *Teaching and Teacher Education*, 16(7), 749-764
- Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and teacher education*, 20(2), 107-128
- Borg, M. (2001). Key concepts in ELT. Teachers' beliefs. *ELT journal*, 55(2), 186-188.
- Crookes, G. (2009). *Values, philosophies, and beliefs in TESOL: Making a statement*. Cambridge University Press.
- del Rosal, K., Conry, J., & Wu, S. (2017). Exploring the fluid online identities of language teachers and adolescent language learners. *Computer Assisted Language Learning*, 1-19.
- <http://doi.org/10.1080/09588221.2017.1307855>
- Erlingsson, C., & Brysiewicz, P. (2017). A hands-on guide to doing content analysis. *African Journal of Emergency Medicine*, 7(3), 93-99.
- Abd el Fattah, N. H. (2016). Negotiated identity of teachers of English as a foreign language (EFL): A sociocultural perspective.



- Gebril, A., & Brown, G. T. (2014). The effect of high-stakes examination systems on teacher beliefs: Egyptian teachers' conceptions of assessment. *Assessment in Education: Principles, Policy & Practice*, 21(1), 16-33.
- Gee, J. P. (2001). Chapter 3: Identity as an analytic lens for research in education. *Review of Research in Education*, 25(1), 99-125.
- Gehad Waly, S. (2013). Reflections of EFL university instructors on teaching and learning after the revolution in Egypt. *Education, Business and Society: Contemporary Middle Eastern Issues*, 6(1), 4-14.
- Goodman, J. (1988). Constructing a practical philosophy of teaching: A study of pre-service teachers' professional perspectives. *Teaching and Teacher Education*, 4(2), 121-137.
- Gruwell, E. (2016). *1,001 pearls of teachers' wisdom: Quotations on life and learning*. Simon and Schuster.
- Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, 835-854.
- Ivanova, I., & Skara-MincEne, R. (2016). Development of Professional Identity During Teacher's Practice. *Procedia-Social and Behavioral Sciences*, 232, 529-536.
- Jick, T. D. (1979). Mixing qualitative and quantitative methods: Triangulation in action. *Administrative science quarterly*, 24(4), 602-611.
- Johnson, K. E. (2006). The sociocultural turn and its challenges for second language teacher education. *Tesol Quarterly*, 40(1), 235-257
- Johnson, K. (2001). Social Identities and the NNES MA TESOL Student.
- Joseph, J. E. (2004). Integrating Perspectives from Adjacent Disciplines. In *Language and Identity* (pp. 76-91). Palgrave Macmillan, London.
- Kayi-Aydar, H. (2015). Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94-103.
- Kitzinger, J. (1995). Qualitative research: Introducing focus groups. *Bmj*, 311(7000), 299-302.

- Abd el latif,M.M. (2012). Teaching a standard-based communicative English textbook series to secondary school students in Egypt: Investigating teachers' practices and beliefs. *English Teaching: Practice and Critique*, 11(3), 78-97.
- Lee, J. C. K., & Yin, H. B. (2011). Teachers' emotions and professional identity in curriculum reform: A Chinese perspective. *Journal of Educational Change*, 12(1), 25-46.
- Lemke, J. L. (2008). Identity, development and desire: Critical questions. In *Identity trouble* (pp. 17-42). Palgrave Macmillan, London.
- Morgan, B. (2004). Teacher identity as pedagogy: Towards a field-internal conceptualization in bilingual and second language education. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 172-188.
- Nagamine, T., Fujieda, Y., & Iida, A. (2018). The Role of Emotions in Reflective Teaching in Second Language Classrooms: Felt Sense, Emotionality, and Practical Knowledge Acquisition. In *Emotions in Second Language Teaching* (pp. 145-163). Springer, Cham
- Nguyen, H. T. (2008). Conceptions of teaching by five Vietnamese American preservice teachers. *Journal of Language, Identity, and Education*, 7(2), 113-136.
- Norton, B. (1997). Language, identity, and the ownership of English. *TESOL quarterly*, 31(3), 409-429.
- Norton, B. (2013). *Identity and language learning: Extending the conversation*. (2<sup>nd</sup> ed). Bristol, UK: Multilingual matters.
- O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and teacher education*, 24(1), 117-126.
- Oruç, N. (2013). Early teacher identity development. *Procedia-Social and Behavioral Sciences*, 70, 207-212.
- Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC journal*, 47(1), 5-23.
- Pinho, A. S., & Andrade, A. I. (2015). Redefining professional identity: the voice of a language teacher in a context of collaborative learning. *European Journal of Teacher Education*, 38(1), 21-40.

- Reeves, J. (2009). Teacher investment in learner identity. *Teaching and Teacher Education*, 25(1), 34-41.
- Richards, J. C. (2010). Competence and performance in language teaching. *RELC journal*, 41(2), 101-122.
- Rodgers, C. R., & Scott, K. H. (2008). 40 The development of the personal self and professional identity in learning to teach.733-755
- Rus, C. L., Tomşa, A. R., Rebeaga, O. L., & Apostol, L. (2013). Teachers' professional identity: A content analysis. *Procedia-Social and Behavioral Sciences*, 78, 315-319.
- Schutz, P. A., & Zembylas, M. (2009). Introduction to advances in teacher emotion research: The impact on teachers' lives. In *Advances in Teacher Emotion Research* (pp. 3-11). Springer, Boston, MA.
- Song, J. (2016). Emotions and language teacher identity: Conflicts, vulnerability, and transformation. *TESOL Quarterly*, 50(3), 631-654.
- Stenberg, K., Karlsson, L., Pitkaniemi, H., & Maaranen, K. (2014). Beginning student teachers' teacher identities based on their practical theories. *European Journal of Teacher Education*, 37(2), 204-219.
- Trent, J. (2013). From learner to teacher: practice, language, and identity in a teaching practicum. *Asia-Pacific Journal of Teacher Education*, 41(4), 426-440. <https://doi.org/10.1080/1359866X.2013.838621>
- Trigwell, K. (2012). Relations between teachers' emotions in teaching and their approaches to teaching in higher education. *Instructional Science*, 40(3), 607-621.
- Tsui, A. (1995). Exploring Collaborative Supervision in Inservice Teacher Education. *Journal of Curriculum and Supervision*, 10(4), 346-71.
- Van Veen, K., Slegers, P., & Van de Ven, P. H. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive-affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education*, 21(8), 917-934.

- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of language, Identity, and Education*, 4(1), 21-44.
- Varghese, M. (2004). Professional development for bilingual teachers in the United States: A site for articulating and contesting professional roles. *International Journal of Bilingual Education and Bilingualism*, 7(2-3), 222-237.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and Identity*. New York, NY: Cambridge University press
- Wenger, E. (2011). Communities of practice: A brief introduction.1-7
- Xu, L. (2012). The Role of Teachers' Beliefs in the Language Teaching-learning Process. *Theory & Practice in Language Studies*, 2(7).
- Zembylas, M. (2004). The emotional characteristics of teaching: An ethnographic study of one teacher. *Teaching and Teacher Education*, 20(2), 185-201.

## Appendix A

### Interview Questions:

1. How long have you been working as a teacher?
2. What motivated you to seek teaching as a profession? How do you see yourself as a teacher and a learner?
3. Have you received any training that helped you to develop your interpersonal skills and teaching behavior?
4. Have you worked in different institutions? How did they influence you as a teacher?
5. Do you believe that you are the kind of teacher you have always aspired to be? why/why not?
6. Briefly describe how do you think your students perceive you as a specific type of teacher?
7. Do you believe that the teacher should have a fixed personality which extends inside/outside the classroom context? why /why not? Or Do you believe that you have a separate teacher- self?
8. How do you find technology as means of communication between teachers and students in terms of enhancing or hindering rapport between teachers and students?
9. Briefly describe one or two of your most important beliefs about language teaching and learning that guides your everyday teaching.
10. Think about your first-year teaching and compare what you did then with what you do now. What are some of the important ways your approach to teaching changed?
11. What are the sources of changes you identified above? Number the most important three and explain why?
  1. a. Feedback from supervisors.
  2. b. Student feedback
  3. c. Keeping a teaching journal

4. d. Trial and error.
5. e. Collaboration with colleagues.
6. f. Self-discovery
7. g. Attending in service courses.
8. h. Tired of doing the same thing.
9. i. Use of new textbooks/curriculum.
10. j. The contact with the others who triggered my change.
11. k. Attending seminars /conferences/workshops/others (specify if any)
12. In your opinion, what is the best strategy you follow to engage your students?
13. Do you think that teachers' beliefs could be challenged in classroom experience. Explain your opinion.
14. How do you feel when your authority is challenged inside/outside the classroom. Provide context for both.
15. How do you feel when the activities that you prepared for the class did not work well with the students? Are there any alternative plans? Explain
16. Have you ever faced any situation that you were challenged by the institution or by your colleagues? Briefly provide the context and explain your feelings.
17. Complete the following:
  - a. When my students care about me, I feel.....
  - b. When my students make progress, I feel .....
  - c. When my students interact with my teaching, I feel.....
  - d. The support of my colleagues and my friends make me feel.....

- e. Sharing ideas with my colleagues makes me feel.....
- f. I love my teaching job because:
  - i.
  - iii.
  - iii.
  - iv.
- g. When my students are angry with me, I feel.....
- h. When my leaders ignore my efforts and contributions, I feel.....
- i. When my promotion is stuck by stiff policies, I feel.....
- j. When I don't obtain what I deserve, I feel.....
- k. Improving my students' engagement and achievement makes me feel.....
- l. The competition among colleagues makes me feel.....
- m. when students are irresponsible about their progress, I feel .....
- n. The imbalance between work and personal life makes me feel.....
- o. When there is a shortage of time and there is a lot of work to be done, I feel.....
- p. When my students don't accept my teaching style, I feel.....
- q. When I adjust my teaching style to fit the policies, I feel.....

**Focus Group Discussion Questions:**

Do you agree or disagree? Why/Why not?

1. "Teachers should provide adequate boundaries that preserve the teacher's image with their students?"
2. "Teaching is acting."

3. "The way teachers dress is part of their own identity."
4. "Teaching is an emotional labor"
- 5." Teaching is caring."

**Prompt of the Narrative:**

Write down your philosophy of teaching in 600-800 words in a way that conveys your core ideas about being an effective teacher and support these ideas with concrete examples to show how you can achieve your goals and why you choose these principles and not others. Here are some ideas that can be helpful:

Your concept of learning (What is the meaning of learning? What is a successful learning situation?)

Your concept of teaching (What are your values, beliefs and aspirations as a teacher? What are the teaching strategies you support? To what extent are your values and beliefs realized in the classroom?)

Discuss the course material, the lesson plans and the activities you use in your classroom.

Your goals for your students (what skills do you want them to obtain from your way of teaching?)

Your teaching methods and strategies.

Your interaction with your students.

Assessing learning and your beliefs about grading and different assessment types.

Professional development.