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**A critical exploration of the evolving identity and online pedagogical realisations of an EAP teacher during the COVID-19 pandemic:
an autoethnographic study at a Canadian public college**

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Declaration

I, the author, confirm that the Thesis is my own work. I am aware of the University's Guidance on the Use of Unfair Means (www.sheffield.ac.uk/ssid/unfair-means). This work has not previously been presented for an award at this, or any other, university.

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Although my EAP and ESL students are not the explicit focus of this study, I am the teacher I strive to be thanks to all the lessons I have learned from all of them. I will continue to develop as a teacher to make their learning journey as rewarding and meaningful as I can.

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Abstract

Fully virtualised English for Academic Purposes (EAP) pre-sessional courses are offered at most public colleges in Ontario. A significant body of research indicates that language teacher identity (LTI) influences teachers' pedagogical decisions, assessment practices and interaction with the learners, and therefore becomes identity work. However, there is little research which has explored Canadian EAP teachers' perceptions of their teaching practices, particularly in the context of emergency remote delivery.

To address this research lacuna, I conducted an autoethnographic study of my virtualised EAP teaching context over two research periods during the COVID-19 pandemic in March 2020 and April 2021. Informed by Vygotsky's sociocultural theory of human mental processing as theoretical framework, I utilised the concepts of scaffolding, the More Knowledgeable Other (MKO) and Zone of Proximal Development and generated data through reflections in a teacher learning journal and Farrell's Framework for Reflecting on Practice (2015).

Utilising the reflexive thematic data analysis method, I identified a conflict between the reflexive, projected and ascribed facets of my LTI, struggling to *become* and negotiate an imagined identity of an online EAP teacher. The newly empowered position and my developing interactional competence disrupted my established pedagogical approach to create a learner-centred environment and underscored the need to develop EAP specific teaching methodology post-COVID-19. The lack of pre-service and systematic in-service EAP technological and pedagogical training to stimulate teacher development suggests integrating critical reflection on LTI during teacher preparation programmes.

Becoming critically aware of the effect of teachers' identities on their methodology through reflective narratives, may have important implications for EAP teachers' pedagogical realisations and learning experience of EAP students. Therefore, autoethnographic studies of EAP teachers' views of their online and in-person pedagogy and methodology contribute to a vibrant and promising research strand with important implications for the professional practice of EAP in Canada and beyond.

Table of Contents

LIST OF ABBREVIATIONS	7
LIST OF FIGURES AND TABLES	9
CHAPTER 1: INTRODUCTION	10
1.1. PROLOGUE.....	10
1.2 BACKGROUND OF EAP TEACHING CONTEXT IN CANADA, IMPACT OF COVID-19, AND RATIONALE FOR THE RESEARCH.....	11
1.3 RESEARCH AIMS.....	16
1.4 RESEARCH QUESTIONS.....	17
1.5 ORGANISATION OF THE THESIS.....	17
CHAPTER 2: LITERATURE REVIEW	18
2.1 CHAPTER OUTLINE.....	18
2.2 SECOND LANGUAGE AND EAP TEACHER IDENTITIES RESEARCH: PAST, PRESENT, AND FUTURE.....	19
2.2.1 <i>Theorising and defining second language teacher identity</i>	19
2.2.2 <i>Academic identities, EAP teacher identities and the Canadian context</i>	23
2.2.3 <i>Future research trajectories in LTI, section outline and my conceptualisation of LTI</i>	28
2.3 REFLECTIVE PRACTICE AND TEACHER PROFESSIONAL DEVELOPMENT.....	30
2.3.1 <i>Reflective practice in second language teaching</i>	31
2.3.2 <i>Operationalising reflective practice in the Canadian EAP setting</i>	36
2.4 TEACHING EAP, EFFECT OF COVID-19 PANDEMIC AND EMERGENCY REMOTE DELIVERY.....	40
2.4.1 <i>Canadian EAP teacher perceptions of their pedagogy in the face of COVID-19</i>	41
2.4.2 <i>EAP pedagogy, Kolb’s Experiential Learning Cycle, and prospects for teaching EAP post-COVID-19</i>	46
2.5 CHAPTER SUMMARY, IDENTIFICATION OF RESEARCH GAPS AND CONTRIBUTION TO KNOWLEDGE.....	51
CHAPTER 3: METHODOLOGY	53
3.1 CHAPTER OUTLINE.....	53
3.2 PARADIGMATIC NATURE, THEORETICAL FRAMEWORK OF THE STUDY AND RESEARCHER POSITIONALITY.....	55
3.2.1 <i>Critique of ontological, epistemological, and axiological assumptions</i>	55
3.2.2 <i>Theoretical and conceptual frameworks of the study</i>	59
3.2.3 <i>The Critical Paradigm and its influence on this study</i>	64
3.3 RESEARCH METHODS	69
3.3.1 <i>Evolution of research topic, and presentation of research context</i>	69
3.3.2 <i>Data generation periods 1 and 2, use of reflective journal prompts and role of Farrell’s framework (2015)</i>	72
3.3.3 <i>Adopting autoethnography and writing as inquiry to address the research questions</i>	80
3.3.4 <i>Reflexive thematic analysis of the data</i>	84
3.4 QUALITY CRITERIA, ETHICAL CONSIDERATIONS, AND LIMITATIONS OF THE STUDY	88
3.4.1 <i>Quality criteria and ethical concerns I have addressed in my study</i>	88
3.4.2 <i>Study limitations</i>	93
3.5 SUMMARY	95
CHAPTER 4: DATA ANALYSIS AND INTERPRETATION OF RESULTS	98
4.1 CHAPTER OUTLINE AND DATA SAMPLES	98
4.2 THEME A: CONSTRUCTING REFLEXIVE AND PROJECTED IDENTITY FACETS THROUGH LANGUAGE	103
4.2.1 <i>How Theme A addresses the research questions</i>	111
4.3 THEME B: EAP TEACHER LEARNING.....	116
4.3.1 <i>How Theme B addresses the research questions</i>	126
4.4 THEME C: EAP TEACHER ROLE IDENTITY	131
4.4.1 <i>How Theme C addresses the research questions</i>	141
4.5 CHAPTER SUMMARY	142
CHAPTER 5: CONCLUSION	144
5.1 THE RESEARCHER’S JOURNEY AND SYSTEMATISATION OF STUDY RESULTS	144
5.2 CONTRIBUTION TO KNOWLEDGE, RESEARCH METHODOLOGY AND FURTHER RESEARCH.....	151

5.3 IMPLICATIONS FOR (MY) EAP PROFESSIONAL PRACTICE IN THE CANADIAN SETTING AND BEYOND	154
5.4 EPILOGUE	158
REFERENCES	160
APPENDICES	177
APPENDIX A: APPROVAL LETTER, ETHICS APPLICATION N: 032126, 20/12/2019	178
APPENDIX B: APPROVAL LETTER, ETHICS APPLICATION N: 039770, 13/05/2021	179
APPENDIX C: SET 1 AND SET 2 DATA SAMPLES.....	180
APPENDIX D: DATA GENERATION PERIODS 1 (S1) AND 2 (S2) SAMPLES OF CODING PROCEDURES	182
APPENDIX E: EXCERPTS FROM MY REFLECTIONS BASED ON FARRELL'S FRAMEWORK FOR REFLECTING ON PRACTICE FOR TESOL PROFESSIONALS (2015)	187

List of Abbreviations

BALEAP	British Association of Lecturers in English for Academic Purposes
BANA	Britain, Australasia, and North America
BB	Blackboard
CAN	Critical Autoethnographic Narrative
CAP	Creative Analytic Practices
CAUT	Canadian Association of University Teachers
CELTA	Certificate in Teaching English to Speakers of Other Languages
CIC	Classroom Interactional Competence
COVID-19	Coronavirus Disease
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
ESP	English for Specific Purposes
H5P	HTML 5 Package
HE	Higher Education
IELTS	International English Language Testing System
IRCC	Immigration, Refugees and Citizenship Canada
MKO	More Knowledgeable Other
L1	First Language/ Mother Tongue
L2	Second Language (Teaching/Learning English as a Second Language)
LINC	Language Instruction for Newcomers to Canada
LMS	Learning Management System
LTI	Language Teacher Identity

PPT	PowerPoint
RP	Reflective Practice
SLA	Second Language Acquisition
TA	Thematic Analysis
TBLT	Task-based Language Teaching
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
UDL	Universal Design for Learning
ZPD	Zone of Proximal Development

List of Figures and Tables

Figure 1 Framework for Reflecting on Practice for TESOL Professionals (Farrell, 2015)

Figure 2 Kolb's Experiential Learning Cycle Model (1984)

Figure 3 Farrell's (2011) Continuum of Teacher Identity Roles

Figure 4 Adaptation of Kolb's Experiential Learning Cycle Model (1984) for Online Teaching and Learning

Table 1 Data Generation Periods

Table 2 Themes and Codes

Table 3 Integrated Skills and Systems Lesson Framework, adapted from LSC College, Toronto
CELTA handbook (2015)

Table 4 Systematisation of themes, results, and investigation of the research questions

Chapter 1: Introduction

1.1. Prologue

I currently teach English for Academic Purposes (EAP) as a sessional and part-time teacher at one of the well-known public colleges in Ontario, Canada. Because most college teachers are given temporary contracts each semester, which are further restricted by sessional eligibility requirements and enrolment patterns, I also teach communication courses at another public college on a temporary and part-time basis. For this reason, my employment situation, similar to the one of the majority of Ontario college teachers (Corcoran & Williams, 2021), is unstable and unpredictable, which may have a direct impact on my teaching realisations, commitment to continuous *professional* learning and academic experience of my students.

Despite the temporary teaching-only contracts I am given every two months, I perceive myself as an EAP teacher within the public college system in Ontario. I believe this is a conscious choice of *profession* after having taught English as a Second (ESL) and Foreign Language (EFL) in Bulgaria, which is my country of birth, Egypt, United Arab Emirates and Canada. As an accidental teacher, who comes from a family of teachers, becoming a teacher of English was not my first choice for the profession. My parents would advise me against studying Pedagogy, which is the name of the university programme in Bulgaria, and complete my undergraduate degree in Applied Linguistics instead, specialising in English and Arabic translation.

In this thesis, I negotiate the identity of an EAP teacher in Ontario, but I also identify as an international ESL teacher because of my qualifications, *professional* development certificates and previous work experience. For this reason, I make references to my ESL teaching background, my own learning experience and adoption of humanistic and communicative lesson frameworks (Brown, 2007) in my EAP teaching practice, particularly as a result of completing the CELTA certificate (Certificate in Teaching English to Speakers of Other Languages) in 2015, and TESL Ontario Diploma in 2016 in Toronto.

Since I started working in Canada in 2017, I have taught at different private language schools (referred to as Visa Schools in Canada), government-funded LINC programmes (Language Instruction for Newcomers to Canada), a public university as well as several private and public colleges. I have also taught on TESL teachers' preparation programmes, mentored ESL teacher-learners and tutored students in English, Arabic and Bulgarian. I believe my *professional* background features teaching assignments and *professional* contexts, based on which I am now able to identify as and claim an identity of an EAP teacher in Ontario.

As a continuation of the learning journey through gaining qualifications, certificates and participation in *professional* development events around the world, this doctoral study and research have created a dialogic space for me to reflect and gain a deeper understanding of who I am, and whom I aspire to be in my *profession*. In the process of this research, I realised that I had never been explicitly taught how to engage in reflection, nor was I critically aware of the need to explore how my perceptions of self and teacher identity may have an influence on the ways in which I would teach ESL and EAP classes.

This research study is an (un)expected development of my research interests, which were originally grounded in teacher *professional* development, shifted to the role of positive emotions in language teaching and then evolved into my current research focus on second language teacher identity-construction as pedagogy, largely impacted by the sudden onset of the global pandemic of COVID-19 in March 2020. The following sections and chapters present my journey of self-discovery, learning about the self, my teaching philosophy and principles as well as identification of specific aspects of my teaching practice, which require transformation to make the learning experience of the students more relevant and meaningful. I would not be the teacher I am *being* today if it had not been for the lessons that I have learned from all my former students in the past 14 years on four different continents.

The adjective *professional* and the nouns *professional* and *professionals* are italicised throughout this manuscript to refer to teaching and work contexts as well as my academic learning and pedagogical experiences as an ESL and EAP teacher. I realise the nomenclature *professional* carries specific political and ideological connotations, which I only discuss in relation to my research focus and context of this study. These words are mainly used in the thesis to avoid repetition of commonly used terms such as *teacher* and *work*, and to improve the contextual and stylistic clarity of my analysis.

1.2 Background of EAP teaching context in Canada, impact of COVID-19, and rationale for the research

This research inquiry is grounded in my *professional* context as a teacher of English for Academic Purposes in Ontario, Canada. Pre-sessional EAP programmes have been offered for over two decades at Canadian tertiary institutions (MacDonald, 2016; Smithwick, 2014), including public colleges in Ontario, and remain popular with domestic learners who seek admission to their college or university programmes. Although the pandemic of COVID-19 has disrupted the previously steady growth in recruitment of international students for over two years now, institutions of higher learning

in the province continue to adapt their delivery methods, curricula, assessment, and methods of interaction in online learning to maintain the flow of students from abroad as a significant source of income (Corcoran & Williams, 2021).

According to Languages Canada-Bonard research report (2021), Canada ranks 4th among the most popular destinations for English language learning globally. The majority of ESL and EAP programs (40 %) are offered by institutions in Ontario (Languages Canada, 2020). International students who chose Canada for their English studies, and later continued their education in the country, constituted 12 % of all internationally mobile learners prior to the COVID-19 pandemic (Languages Canada-Bonard, 2021). At least 13 % of this student body complete pathway programmes, most of which are EAP preparation courses, according to a research report by Kunin and Associates (2021). Despite the restrictions, imposed by the Canadian government in response to the sudden onset of the pandemic in March 2020, Canada has retained its status as a popular study destination for EAP and subsequent university and post-graduate studies.

The completion of an EAP programme satisfies the English language admission requirement and is therefore offered by the same institution as part of their language centre, student support unit or continuing education department. Because of the lack of a national, professional, institutionalised, and accrediting body for EAP programming in Canada, EAP courses vary in terms of their academic home, credit-bearing status, course structure and teacher professional backgrounds. Despite this ambiguous academic status of EAP in the Canadian setting, Fox et al. (2006) suggest that independent programmes and bridging programmes are the two general categories into which EAP teaching is classified. Independent programmes, like the context of this study, are typically comprised of levels, from beginner to advanced, and each level can last between 6 and 8 weeks (Smithwick, 2014). Teaching hours can also vary between 4 and 6 per day, with a typical of a four-day study week.

Bridging or adjunct programmes usually last 11 or 12 months and incorporate non-credit or credit-bearing EAP courses along with some programme-specific subjects that can be completed during the pre-sessional English programme (Douglas & Landry, 2021). Prospective EAP students are required to have scored between 5.0 and 6.5 on the IELTS test or a similar standardised pre-course general language proficiency exam. The learning outcomes of both types of programmes typically work towards improving learners' ability to function in a Canadian English-medium academic environment, developing their reading, writing, listening, and speaking skills, discourse and discursive competencies (Hyatt, 2015), intercultural and interpersonal critical thinking abilities,

study and research skills as well as learning strategies and core disciplinary concepts (BC TEAL, 2013).

In response to the global pandemic and international border closures in 2020, Immigration, Refugees and Citizenship Canada (IRCC) restricted the entry and re-entry of study permit and post-graduate permit holders on 20th March 2020 (Canadian Bureau for International Education, 2020) unless their partner or spouse was a Canadian citizen or permanent resident at the time. International students were advised to continue their education online as their study permits would not be affected (ibid, 31st March 2020). As a result, the imposed restrictions and lock down of college campuses created uncertainty for prospective international students' university study plans and academic journey in Canada, which made some overseas applicants postpone their studies, select another destination, or continue their education in their home country.

University and college faculty also experienced a disruption in the delivery of the established curricula, adoption of educational technology and interaction with the students. According to a survey, conducted by the Canadian Association of University Teachers (CAUT, 2020) between 13th May and 12th June 2020, academic staff reported an increased workload and elevated levels of stress and anxiety during the pivot to emergency remote delivery and assisting learners during this challenging transition. Despite the allocated government funds of \$52 billion 'in direct support to Canadians' (CAUT, April 2020, Bulletin, p. 4), remote teaching, health concerns and job insecurity surfaced as three other major factors, reported by the survey, while university and college teachers were navigating the new reality (ibid, 2020).

It can therefore be concluded that the academic years of 2020/2021 and 2021/2022 witnessed turbulent times for international and domestic learners' enrolment and delivery of programmes, which inevitably impacted teaching and learning on the micro level of teachers' practice. College and university faculty had to adapt the course content and assessment for virtual instruction without any deliberation or planning to ensure the learners could continue their studies with as little disruption as possible. Economic and sociocultural factors on the meso and macro levels further posed unprecedented challenges for EAP teachers whose precarious employment situation, particularly contract-based faculty, might have directly affected their teaching realisations, interaction with the learners and commitment to continuous in-service learning and development (Corcoran, Williams & Johnston, 2022).

Notwithstanding the negative influence of the COVID-19 pandemic on international student enrolment patterns in 2020 and 2021 (Languages Canada-Bonard, 2021), an increase of 135 % in international student population was recorded by the Canadian Bureau for International Education

(2022) between 2010 and 2020. Many of these students require pre-programme language support, often organized by their higher institution of choice ‘under the umbrella of English for Academic Purposes’ (Corcoran, Williams & Johnston, 2022, p. 56).

The steadily growing number of refugees and newcomers to Canada has further contributed to the linguistic and sociocultural diversity of students at Canadian colleges and universities with a first language other than English or French (Douglas & Landry, 2021), predominantly of Chinese, Indian, Korean, Japanese and Farsi linguistic backgrounds (Corcoran, Williams & Johnston, 2022; Douglas & Landry, 2021). It is evident that EAP programmes will continue to be in high demand in the province and across the country post-COVID-19, so there arises the need for insider research on how EAP teachers have coped with the sudden challenges of transitioning teaching to a virtual environment. Important results and implications can therefore be formulated for the professional practice of online and in-person EAP teaching to make the academic experience of EAP students more meaningful and transformative in their context of their higher education studies.

Research on various aspects of EAP, as a sub-domain of English for Specific Purposes (ESP) and branch of applied linguistics (Rao, 2018), has generated a rich body of literature due to the ubiquity of EAP programmes in Canada and other BANA countries (Britain, Australasia, and North America) (Ding & Bruce, 2017). These pre-sessional courses place the learner at the centre of their pragmatic pedagogical focus to facilitate their entry into their academic study.

Against the backdrop of the exponential growth in different topics of EAP studies such as learner experiences and critical pedagogy, research into the perceptions and views that EAP teachers hold of their practice remains limited and somewhat fragmented. The amount of published research into EAP teachers’ experiences in the Canadian setting currently represents a significantly smaller part of the body of works in this remit, which has predominantly explored EAP learners’ experiences, needs analysis and sociopolitical issues in line with the contemporary and ‘traditional pragmatic orientation’ (Benesch, 2001, p. xiv) of EAP.

EAP teachers represent a diverse demographic not just in Ontario but across Canada (Siefker, Hu & Borkovska, 2020). Copious research has indicated that second and foreign language teachers’ sociocultural, ethnic, and educational backgrounds influence their teaching philosophy, principles, and pedagogical realisations. Corcoran, Williams and Johnston (2022) suggest that ‘the EAP sector operates in a rather occluded space’ (p. 56), and EAP teachers are often regarded as ‘disposable, interchangeable, or non-essential student support’ (p.57) in a neoliberal economy, in which EAP programmes are expected to generate considerable profit for the institution. International students

are particularly attractive for colleges and universities as they pay an average tuition amount of \$8979.50 for a minimum amount of enrollment, according to Douglas and Landry (2021).

This outsider view of EAP as a profit-generating industry (Ding & Bruce, 2017) has neglected the ‘robust cadre of practitioners’ (Corcoran, Williams & Johnston, 2022, p. 62) and has generally portrayed them as uniform in their views and perceptions (Jones, 2020). However, according to published studies from the Canadian tertiary context, EAP teachers represent a diverse body of professionals of different sociocultural, ethnic, and educational backgrounds. In Ontario 21% of college and university teachers self-identify as multilingual, compared with the rest of Canada where 56 % state they speak English as their L1 (ibid, 2022). Across Canada, 14 % of university EAP teachers and 11 % of college instructors hold a PhD and possess teaching experience of over 15 years in Canada (36 %), and more than 5 years internationally (65 % of surveyed EAP teachers), based on the recent study findings of Corcoran, Williams and Johnston (2022). Their research results also report an alarming trend in Ontario, which has the highest number of teachers working on temporary or limited, teaching-only contracts.

This diversity in Canadian EAP teacher profiles, variety of teaching contexts and learner demographics, precarious working conditions and lack of an institutionalised accrediting body signal the critical need to research EAP teachers’ perceptions of their practice, and how they navigate such a precarious landscape, particularly in the face of COVID-19. Prior research (e.g., Barkhuizen, 2020; Farrell, 2017) has established the influence of language teachers’ beliefs and their self-perceived identity on their teaching realisations.

Teacher narratives and autoethnographic accounts of their pedagogical practices now take a central place in conceptualising LTI as pedagogy (Morgan 2004), teacher learning and continuous development (Martel & Wang, 2015). The role of reflexivity and language teachers’ ability to be self-critical, introspective, and reflective of how their sociocultural and sociopolitical background shape their philosophy and principles of teaching have also generated a significant amount of published research in BANA countries (Ding & Bruce, 2017).

Like the construct of LTI, reflective practice continues to be a contemporary debate because it can directly affect the realisation of second language and EAP teachers’ pedagogy. The pandemic of COVID-19 has created a discursive space for second language teachers to investigate how their evolving identities may have guided and influenced the pivot to emergency remote delivery through the lenses of critical reflection *on* and *for* practice (Farrell, 2015). Exploring the perceptions that EAP teachers hold of their teaching realisations through the prism of reflective practice in teacher

narratives can generate rich research data and a ‘thick description’ (Geertz, 1973, p.10) of various sociocultural aspects of their teaching ecologies (Edwards, 2020).

In the Canadian setting, little prior research has investigated the role which EAP teachers’ identities play in their teaching context, particularly through reflective and critical autoethnographic accounts. Apart from some notable exceptions, which I will discuss in sections 2.2 and 2.3 of the literature review chapter, few studies have investigated second language or EAP teachers’ identity roles in the form of reflective accounts. To the best of my knowledge, no prior research has explored the perceptions of Ontario public college EAP teachers of how their identities may influence their teaching realisations through reflective narrative accounts, specifically in the face of the COVID-19 pandemic.

1.3 Research aims

This research therefore aims to explore my perceptions of identity construction and negotiation during the forced pivot to emergency remote delivery in 2020 and 2021 from an autoethnographic perspective. Informed by my social-constructivist theoretical stance, I seek to explore the shifting identity facets of an EAP teacher in a publicly funded college in Ontario by generating reflexive accounts from a teacher learning journal (Moon, 2006) over two research periods. I will subject my perceptions of identity and their influence on my teaching realisations to a scrutiny, engaging in ‘a critical exploration of a particular life, [in order to] understand ‘a way of life’ (Ellis, 2004, p. xvii, as cited in Reed-Danahay, 1997). To the best of my knowledge, this will be the first autoethnographic inquiry to explore an EAP teacher’s identity negotiation at a public college in Ontario during the COVID-19 pandemic.

By conceptualising identity negotiation as pedagogy (Morgan, 2004), I aim to reach new insights of my teacher knowledge base, teaching repertoire and methodological decisions that need adaptation, revitalisation, or re-learning. Using writing as research and journal reflections as my More Knowledgeable Other (Lantolf, 2000a), I strive to scaffold my ability to reach higher levels of cognitive function and self-awareness and re-conceptualise my role as an EAP teacher post-COVID-19 who can develop an EAP specific pedagogy.

I will draw upon the study results to make implications for the professional practice of teaching EAP in Canada and internationally. My purpose is to formulate theoretical and practical recommendations for online and in-person EAP pedagogy, which may resonate with second language and EAP teaching professionals at colleges and universities in the Canadian setting and beyond.

1.4 Research Questions

To effectively achieve the research aims presented in the previous section, with the help of my primary supervisor and drawing on the concept of writing as inquiry after Richardson (2002), I have formulated the following research questions to address in this research study:

1. From an autoethnographic perspective, how has the perception of my identity as an EAP teacher evolved over my teaching period at a Canadian public college?
2. How have my identity as an EAP teacher, and my pedagogical beliefs, evolved in the face of moving teaching online during the COVID-19 pandemic?
3. What factors have influenced the realisations of my pedagogical beliefs in an online context?

1.5 Organisation of the thesis

This thesis is organised in five chapters. After this introduction, Chapter 2 presents a detailed and critical review of the relevant literature on the constructs that comprise the research questions.

Chapter 3 addresses the methodological decisions I have made to investigate the research questions. It also demonstrates how I have achieved a coherence with the philosophical underpinnings of this study as well as what quality criteria, ethical concerns, and limitations of this inquiry I have considered. In this chapter I discuss data generation period 1 and period 2, and why I decided to utilise Braun and Clarke's (2006; 2013) reflective thematic analysis to configure codes and collate them into themes out of the research data.

Chapter 4 presents my analysis of the data, samples from my teacher journal to support each code and theme as well as a critical reflection on my decision to create the themes in relation to the research questions.

The final chapter of this thesis is Chapter 5, which tracks my development as a teacher-researcher, presents a critical summary of study results, stakes my contribution to knowledge, methodology and EAP *professional* practice, and outlines my plan for future research as an extension to this study.

Chapter 2: Literature Review

2.1 Chapter outline

This chapter is informed by the constructs that constitute the research questions, which I presented in section 1.4 of the introduction. I will draw upon Golden-Biddle & Locke's (2007) concept of literature work as a theorised story to identify research gaps and explicate how my research aims address them. The body of Chapter 2 is therefore composed of three sections— each section and the corresponding subsections are concerned with my review and critique of the published works around the particular construct. The sections will also present a critical synthesis of how these constructs and theories can be linked conceptually to harmonise with the theoretical framework and methodological approach I have adopted in this inquiry.

The first section presents a critical overview of language teacher identity research as well as the ways in which this construct has been theorised and studied in relation to second language and EAP teacher identity development and negotiation. At the end of the section, I will outline future research trajectories in this field and present my position on how language teacher identity can be explored and re-conceptualised through my conceptual and methodological lenses.

The next section addresses the development of reflective practice in language teaching, and how this form of teacher learning and development has been operationalised in EAP settings, with a focus on the Canadian and Ontario public colleges contexts. I approach the construction of my perception of identity, and its impact on the pedagogical realisations of my EAP teaching, by drawing upon the rich body of knowledge on reflective practice.

The third section builds on my review of reflective teaching for EAP teachers, and outlines general trends in EAP pedagogy, EAP teachers' perceptions of their *professional* practice, and adoption of Kolb's Experiential Learning Cycle (1984), which informs lesson planning and curriculum design even in the face of the COVID-19 pandemic. The section will end with my conceptualisation of the prospects of teaching EAP post-COVID-19 in Canada and beyond.

In the summary of this chapter, I will extend my analysis and synthesis of relevant constructs to be able to identify lapses and gaps in the body of knowledge, which this research aims to fill, as the data analysis and conclusion chapters will demonstrate.

2.2 Second language and EAP teacher identities research: past, present, and future

2.2.1 Theorising and defining second language teacher identity

The concept of language teacher identity has spawned a significant body of research since the social turn in the late 90s (Varghese et al., 2005) and the increased focus on the sociocultural aspects of identity construction as an integral part of teacher learning and reflection (Yazan, 2018). Research on second language teachers (L2 teachers) has witnessed a paradigm shift in conceptualising the role of the language teacher, the extent to which their teaching practice is influenced by their sociocultural and ethnic background as well as the conceptions and philosophies of teaching they hold (Farrell, 2015).

This shift from the essentialist view of teacher identity (Varghese et al., 2005; Norton & De Costa, 2018) and the technical role of the second language teacher as a transmitter of knowledge, who deposits information into the minds of the learners (Freire, 1970), has created a fertile ground for the cultivation of narrative approaches to explore language teacher identities (Barkhuizen, 2016; 2017). As a result, a plethora of theoretical frameworks and methodological approaches, such as poststructuralism, sociocultural and dialogic theories, communities of practice (Lave & Wenger, 1991) and social identity theory (Tajfel, 1978), have gained much traction to theorise and conceptualise LTI (Barkhuizen, 2017) in the last two decades.

Although defining the slippery term of LTI (Barkhuizen, 2016; 2017; 2021) continues to be a contemporary debate, a consensus exists in the published works that LTI plays a critical role in L2 teacher preparation and practice (Barkhuizen & Mendieta, 2020). It has also been considered an integral aspect of conceptualising teacher learning (Martel & Wang, 2015). LTI has been explored in multiple studies as a critical factor that shapes language teachers' pedagogy and interactions with their students (Duff & Uchida, 1997). As well, this construct has been conceptualised as pedagogy (Morgan, 2004; 2015) as second language teachers' beliefs and perceptions of self as well as their sociocultural background and environment inform their pedagogical decisions, lesson planning and assessment practices.

The identity formation of pre-service and early career language teachers has received a significant interest in the literature, exploring how the perceptions of their identities influence their engagement with teacher education initiatives and conceptions of professional development (Clarke, 2008; Yazan & Peercy, 2018). Varghese et al.'s (2005) seminal work has given researchers an impetus to explore LTI from three different perspectives, emphasising the critical role of teachers' identities in shaping their classroom practices and re-visiting the concept of *good* language teaching

(Barkhuizen, 2016). Their work facilitated the infusion of different perspectives into LTI research, which now represents a mammoth body of prior research that has grown exponentially in the past 15 years, particularly in the remit of teaching English as a second and foreign language (Martel & Wang, 2015; Yazan, 2018).

Varghese et al.'s seminal study (2005) has also shone light on the permeating sociocultural and sociopolitical orientation of teacher identity research, spearheaded and extended by Norton's work (2000; 2008, 2013) in identity research and Pennycook's (2001) contribution to critical applied linguistics. That period witnessed the development and popularisation of narrative inquiry (Clandinin & Connelly, 2004), which generated a powerful thrust for such studies in teacher education research to flourish. Since then, LTI research has directed its focus to investigate the shifting and evolving teacher identities-in-practice as teachers engage in and navigate classroom and institutional practices along with their identities-in-discourse (Varghese et al., 2005) against the backdrop of increased neoliberal and accountability demands, both locally and globally (De Costa & Norton, 2017).

L2 teachers construct and negotiate their identities through language and other semiotic means, placing the focus on the influence of context and power relations. Current identity research reflects the influence of the social milieu and suggests identities are socially constructed and mediated in interaction with the environment, other agents, and technological affordances in the context of online teaching. It becomes evident that second language teacher identities are evolving, dynamic and context-dependent, with the potential to be 'transformational and transformative' (Varghese et al., 2005, p.23) as language teachers navigate the increasingly complex environment on the micro, meso and macro levels (Douglas Fir Group, 2016; De Costa & Norton, 2017) of their institutional ecologies.

The copious literature on second and foreign language teacher identities also demonstrates that research in this field has drawn upon the utilisation of various theoretical perspectives to shed light on the multiple aspects of LTI. To gain a better understanding of its elusive nature, Varghese et al. (2005) utilised Tajfel's (1978) social identity theory, Lave and Wenger's (1991) theory of situated learning and community of practice, which has gained prominence in recent research, as well as Simon's (1995) work on identity as image-text to theorise and define LTI more effectively. The implications of their study resonate with my research orientation and assumptions I hold vis-à-vis my research questions as I aim to capitalise on the transformative potential (Morgan, 2004) of my perceptions of teacher identities, which I will subject to a 'critical analysis and reinterpretation' (ibid, 2004, p.184).

For this reason, I purposefully use the word ‘identities’ in a plural form as they are ‘clearly seen to be multiple... and to be tied primarily to social group membership’ (Varghese et al., 2005, p. 35). The narrative approach (Clandinin & Connelly, 2004) has taken a central place in theorising second language teaching. It has as well facilitated a better understanding of how language teachers make sense of their own selves as they navigate and transcend the boundaries of their microsystem. This individual level is in an organic interdependence with the mesosystem of their institution, influenced by the effects of the political and social macrosystems (Edwards, 2020), whose values percolate and penetrate the practice of the individual teacher. Additionally, the teacher’s role and self-perception have become increasingly influenced by the rise of neo-liberal movements towards more business-oriented models in higher education (Fanghanel, 2012), which add additional hues to the fabric and complexities of L2 language and EAP classrooms and multifaceted nature of LTI.

This position to understanding the nature of LTI reflects Benson et al.’s (2013) as well as Barkhuizen’s (2020) conceptualisations that LTI is multifaceted and involves at least 7 main facets that represent a) one’s *embodied* identity, b) their view of self (*reflexive* identity), c) *projected* identity when interacting with others, d) *recognised* identity by other agents, e) *imposed* identities when others ascribe certain identities to us, f) one’s imagined future self (*imagined* identity), and g) *culturally embedded terms in sociocultural contexts* such as culture, gender, ethnicity, sexuality, race and social class.

In this research study, I am particularly interested in how my perception of the embodied, reflexive and projected facets of my identities have shaped my EAP pedagogical realisation since the COVID-19 pandemic disrupted in-person teaching on 13 March 2020 in Ontario, Canada. These are inseparable from and complement the other facets— recognised and imposed, which altogether re-construct the image of my *imagined* identity as I think it is shaped by the sociocultural context this study explores in the form of an autoethnographic account.

This inquiry has been informed by the social constructivist view of identity formation, which has influenced much of the current research in the area and has resulted in placing the focus of identity research on teacher agency, as well. LTI is developed in interaction with the context and all other stakeholders in their ecological view (Edwards, 2020) of their *professional* practice. Because all facets are interconnected and interdependent upon one another, I will aim to reflect on all of them when addressing my research questions, interpreting my data, and making implications for the theory and practice of teaching EAP.

As the discussion on the LTI literature has shown in the previous paragraphs, LTI is a construct that continues to attract the interest of researchers in second language teaching, cognitive science,

and various other disciplines (Yazan, 2018). More recent research in this important field has been characterised by the cross-disciplinary orientation and adoption of narrative approaches to exploring LTI, such as autoethnography (Kumar, 2020). As a result, the attempts to theorise and define LTI have been plentiful and have drawn upon the works of Clegg (2008), Jenkins (2014) and Norton (2017), to name a few, who have explored the sociocultural and sociopolitical influences of the context on the personal, subjective interpretation of the socially constructed facets of teacher identity (Castells, 2004).

Another dominant discourse in the literature is the close association between academic discipline and identity (Clegg, 2008), and the strong focus on the construction of academic identity (Fanghanel & Trowler, 2008), for which I will devote a separate subsection 2.2.2 below. I agree with Kumar (2020), who researches the Canadian context, that autoethnography can be effectively adopted to explore identity to ‘lend clarity and depth of one’s conceptualisation’ (ibid, 2020, p. 1) of LTI. The focus of this study and the assumptions I make about knowledge resonate with her position that this method is ‘ideally suited’ (ibid, 2020, p.3) to examine my evolving identities— reflexively and dynamically.

Before I end this subsection, I will present Barkhuizen’s composite conceptualisation of LTI (2017). This definition will inform the data analysis and generation of themes because I consider it to be an emanation and crystallisation of the significant body of works in the area. I believe Barkhuizen (2017) has managed to contain all theoretical underpinnings, methodological approaches and knowledge, skilfully and effectively, into the lengthy, yet focused definition of LTI, as follows:

Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical— they are both inside the teacher and outside in the social, material, and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time— discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online.

(Barkhuizen, 2017, p.3)

Barkhuizen (2017) successfully highlights the cross-disciplinary and cross-contextual orientations of LTI research. He also effectively identifies the essential subconstructs, dimensions and specifics of the iterative process of theorising and defining LTI. His conceptualisation of LTI will inform my approach to exploring the facets of my identities in the context of this study and provide a conceptual lens through which I can analyse the study results.

Despite the plethora of definitions and attempts to theorise LTI, to establish a research niche for the study, at the end of this section I will offer my understanding and working definition of LTI that reflects the specifics of this inquiry. In order to further narrow my focus on the relevant literature, in the following subsection, I will review the published works on academic identities, EAP and LTI in relation to my research questions and study focus.

2.2.2 Academic identities, EAP teacher identities and the Canadian context

In the previous subsections, I have demonstrated how LTI has been explored in light of the influence of political and educational ideologies at play on the macro level of the ecological view framework (Edwards, 2020; Norton & De Costa, 2018). The effects of neoliberalism as a political ideology and the interplay between enterprise and social reconstructionism as educational ideologies (Trowler, 2003) dominate most HE contexts, including the Canadian tertiary context, and percolate into the institutional requirements and policies, which are often translated into academic capitalism (Ball, 1998) as well as a slide to performativity (Barnett, 2004), in which colleges and universities engage. Against this complex backdrop, Canadian HE institutions, among which are the public colleges in Ontario, compete for students of diverse backgrounds with the promise for transferable content knowledge and development of essential employability skills (Ontario Ministry of Colleges and Universities, 2009).

As was indicated in the highly cited work of Fanghanel and Trowler (2008) over a decade ago, HE teachers have subsequently questioned their academic role in terms of delivery methods and re-imagined pedagogies. The role of technology in fulfilling their learners' expectations for 'excellence and innovation' (ibid, 2008, p.301), along with teachers' continued re-conceptualisation of their role to attract more students and retain current ones, further add a layer to the complexity of negotiating their academic identities. HE professionals are therefore required to engage in development opportunities, expand their knowledge base (Borg, 2019) and diversify their pedagogical repertoires.

Many HE institutions in Canada have aligned their policies to the global neoliberal discourses (Douglas & Landry, 2021) and divorced with the adoption of a technical rationalist approach and transmissive views of teaching and learning (Fanghanel & Trowler, 2008; Freire, 1970). As a result,

colleges and universities have adopted certain sociocultural models to implement policies and practices to accommodate the needs of diverse learners. One such Ontario public colleges-wide implemented policy is the adoption of the Universal Design for Learning (UDL) framework (Ontario Human Rights Commission's Policy, 2018), aimed to reduce barriers to learning and include more students by minimising the need for individual learning accommodations.

Nonetheless, Canadian HE institutions still bear many similarities with business enterprises in this neoliberal age of increased accountability, which translates into learner-centred pedagogies and authentic assessment practices (Basturkmen, 2019). The emergency remote delivery, instigated by the pandemic, has thus necessitated the need to understand how HE teachers have pivoted their teaching to an online delivery (la Velle et al., 2020) as they negotiated their identities-in-discourse (Varghese et al., 2005).

Further, Trowler (2003) aptly frames the HE system as a market that needs to attract customers and engage in commodification of knowledge and skills with the promise to deliver learning outcomes. His ideas resonate with the work of Darvin and Norton (2015) and Edwards (2020) that teachers' practice is influenced by and interconnected with the academic activities and policies at both macro and meso levels. Such a conceptual insight can underpin my reflexive autoethnographic account in the form of journal entries and inform the interpretation of my developing identities as they develop in a dialogic relationship with my classroom practice and institutional environment. This study results may resonate with the experience of other ESL and EAP teachers and hence create space for a continuous discussion and generation of further autoethnographic studies in this dynamic sub-field of LTI research.

It has become a recurring theme in the extant literature that HE teachers are active agents in the reconstruction and adaptation of policies and initiatives, so their voice and agency in the form of reflexive accounts 'would enable an engagement with the realities of practice' (Fanghanel & Trowler, 2008, p.311). The sociocultural theoretical position (Lantolf, 2000a) has occupied a prominent place in examining the 'pedagogical constructs' (Fanghanel, 2009, p. 565), and the ways in which teachers conceptualise their teaching approaches. Such a stance allows for a more nuanced account of the teachers' role in the classroom and complements the critical social-constructivist epistemological orientation of prior research (Barkhuizen, 2016; Borg, Lightfoot & Gholkar, 2020). I subscribe to the position that political and educational ideologies play a significant role in teachers' conceptualisation of their academic discipline and pedagogy, as copious literature has hitherto demonstrated (Boylan & Woolsey, 2015; Clarke, 2008; Clegg, 2008).

Therefore, this study can be situated in the body of works which have examined HE teachers' perceptions and re-conceptualisations of their practice as identity work through sociocultural theoretical lenses (Lantolf & Pavlenko, 1995). It will further illuminate the increased need for research that explores EAP language teachers' voices in Canadian HE institutions—critically and reflexively. In this way, it will address the 'notable lack of attention given to those who teach EAP, ... and [their] practitioner-related issues' (Ding & Bruce, 2017, p.1).

A review of the literature shows that the academic identities of HE teachers have received a considerable interest in research (e.g., Henkel, 2000) as a dynamic site of the complex interplay between 'the lived complexity of a person's project' (Clegg, 2008, p.329), their negotiated identity in the dialogic responses to the curriculum and the institutional requirements under pernicious ideologies (Barnett, 2004). Nevertheless, there remains the necessity for narrative studies that explore HE and college teachers' perceptions of their academic identities in the Canadian context. The implications from such studies can shed light on the influence of teacher perceived and reflexive identities (Barkhuizen, 2020) on the realisation of their pedagogy (Morgan, 2004). The results and conclusions of this inquiry may also encourage further debate on the 'ambivalent role' and 'actual status' (Ding & Bruce, 2017, p. 4) EAP teachers are assigned.

Previous L2 teaching and learning identity studies, conducted in Canada, predominantly pertain to immigrants' perceived re-negotiation of their identities (e.g., Grant, 2016), migrant students' negotiation of class positions (Darvin & Norton, 2015), student population of marginalised groups and ESL learners (e.g., Toohey, 2017), as well as international students' experiences (e.g., Marom, 2021). Research into Canadian language teachers' dynamic construction of their identities has mainly highlighted practices through which second language teachers promote learner investment (Norton, 2017).

Previous studies have also addressed non-native TESOL teachers' development of professional identities in training (Ilieva, 2010) as well as novice ESL teachers' development in their interactions with learners, colleagues, and administration (Donnelly, 2015). However, EAP teacher identity has received much less attention and is therefore in need of more active and systematic research. As I demonstrated in subsections 2.2.1 and 2.2.2, EAP teacher identity negotiation informs the pedagogical realisations of the teacher and can become a critical factor in in-service teacher development and learning.

These insights resonate with Barkhuizen's (2020) study findings that pedagogical practices, which promote learner investment, form five interconnected, identity-related developments of the teacher. The first two, personal-focused and academic-focused developments, complement prior

research on language teacher cognition and in-service professional development (Borg, 2019; Borg et al., 2020). Similarly, practice-focused and research-focused developments explore teaching practice as a combination of reflexive activities with the potential to be transformative when teachers systematically explore their own context (Burns, 2010). The fifth type pertains to student teacher-focused development, which extends the implications for integrating reflective practice as part of teacher training programs (Farrell, 2015; 2018). My discussion on this aspect of language teacher development will continue in the next section on reflective practice for EAP teacher development (Farrell, Baurain & Lewis, 2020).

Another strand of research has focused on language teachers' identity as ethical self-formation (Miller, Morgan & Medina, 2017), social justice and teacher agency (Morgan, 2015; 2017). However, a gap in existing research requires a critical and systematic exploration of EAP teacher perceived identity, particularly at a postgraduate level, which is the purpose of my inquiry. Such a research strand constitutes a fledgling, yet promising area of research, which remains understudied, compared to the enormous body of published works on LTI.

Research findings from such studies may offer important implications for the integration of specialised modules for pre-service teachers on how to engage in critical reflection on the role their identities play in the formation of their teaching persona and pedagogical realisations. I also suggest that studies, explicitly focused on EAP pre- and in-service teachers, will underscore the need for a systematic specialised training in EAP contexts, which are currently largely missing, sporadic and at the discretion of already practicing EAP teachers (Taylor, 2020).

Due to the rising number of international and domestic students at Canadian HE institutions, who are L2 learners, EAP pre-sessional programs and EAP learners' experiences have been a subject of an increased interest (Keefe & Shi, 2017), which further highlights the lack of systematic research on EAP *professionals'* practice and perceptions of specific aspects of their teaching. Some notable exceptions are Corcoran and Williams's (2021) as well as Corcoran, Williams and Johnston's (2022) investigation into EAP programmes and teacher experiences in relation to the efficacy of EAP instruction in the Canadian setting as well as Englander and Russell's inquiry (2022) into student and teachers' perceptions of their experiences of teaching and learning EAP during the forced pivot at a major Canadian university. Abrar-ul-Hassan's (2021) doctoral research into EAP teachers' assessment literacy and practices in constructing and administering assessment sheds light on the lack of pre- and in-service EAP-specialised assessment training and research into this area of EAP, which is critical for 'EAP programme effectiveness' (ibid, 2021, p. 20).

Language teaching represents identity work (Barkhuizen, 2020), and thus demands further exploration into EAP teachers' self-perceptions of who they are, and how their dynamic identities influence their pedagogy. Similarly, despite the increased interest in EAP teachers' identity development (e.g., Chang, 2017), the critical influence of their teaching experience and continued *professional* development on their perception of identity (Bellinfantie, 2018; Donnelly, 2015), Canadian-based studies conducted with EAP teachers and their identity construction, such as Knoerr's (2019) work on Canadian university professors' experience teaching in a second language, remain limited and fragmented.

Farrell's work into language teachers' critical incidents during their training (2008), operationalising reflection as an extension to Dewey and Schön's impact on reflective practice (2012), and the use of journal writing to enhance teacher self-awareness (2013), remain the most highly cited works in relation to the Canadian and other contexts. As well, his extensive research into conceptualising a more effective and holistic framework for ESL and EAP teacher reflection (Farrell & Kennedy, 2019) has resulted in establishing his framework for reflecting on practice for TESOL professionals (Farrell, 2015).

I have adopted this framework in my study as part of my journal writing to delve deeper into my philosophical assumptions and conceptual dispositions to understand why I decided to construct the codes and themes I will present in the data analysis chapter.

Although Farrell's framework (2015) can facilitate my engagement in a deeper reflection critically and holistically, it should not be taken as a ready-made tool that can be applied in any ESL or EAP context. Rather, I will use it as a versatile tool which can prompt critical reflection, but I will not frame my narrative in a way so that it fits this framework. I will use it as means to reach into less conscious and less accessible themes, memories, and conceptions as well as internal and external aspects of situating myself into the EAP virtual classroom during data generation period 1 in March-April 2020, and period 2 in May-June 2021. In doing so, this study will be among the few that utilise Farrell's framework (2015) to explore aspects of my identity and EAP teaching practice as an analytical tool to contextualise the themes from my journal entries.

Despite being an emanation of previous research in reflective practice for ESL and EAP teachers, a review of the literature yields a limited number of studies that have utilised Farrell's framework. For example, Playsted (2019) utilised this framework to analyse her development as an early career language teacher to refugees in Australia. Therefore, based on my experience with utilising the framework in this inquiry and interpreting ideas and concepts from the reflective entries, I will suggest possible ways to enhance its operationalisation by EAP teachers to further emphasise the

transformative power of reflective writing (Larrivee, 2008) to explore LTI and EAP teacher identities.

The final subsection below will outline the trajectory for further research in LTI, and the ways in which my research reflects this research orientation. Before I end this section on LTI, I will also offer my conceptualisation of LTI as my contribution to the plethora of definitions present in the extant literature.

2.2.3 Future research trajectories in LTI, section outline and my conceptualisation of LTI

As my analysis of selected seminal works in the field of LTI research has demonstrated in the previous subsections, the literature has witnessed an exponential growth in researchers' attempts to conceptualise and define LTI from different theoretical perspectives and methodological approaches. In this way, Barkhuizen's position (2017) that we now have a less murky understanding of LTI is apt. His composite conceptualisation of LTI (ibid, 2017) is informed by the rich experience, progressive knowledge generation and active research agenda of highly cited authors in the field, such as Donato, (2017), Duff (2017) and Norton (2017) to name few of the well-known researchers with prominent contributions in this area of inquiry. In my study, I will draw upon Barkhuizen's conceptualisation (2017) to approach the exploration of my evolving identities in as many facets as my research questions can accommodate.

Although I explicitly demonstrate preference for Barkhuizen's work and ideas (2016; 2017; 2020), I remain cognisant of the relational and contextual specificities of my research inquiry. Even though Barkhuizen's research (e.g., 2017) has made a significant contribution to the understanding of the complexity of the ways in which language teachers, teacher researchers, TESOL educators and academics negotiate their identities, his works have not examined EAP teachers' identities as a primary focus. Compared with the substantial body of works on language teacher and ESL/EFL teacher identity development, research into EAP teachers' conceptualisation of their *professional* identities remains limited.

I subscribe to Ding and Bruce's (2017) position that there is a pressing need for further research into the *professional* identity of EAP teachers. As well, Taylor (2020) highlights the tendency for researchers to explore the pedagogical and content knowledge of EAP teachers or critical EAP rather than on teachers themselves. Taylor (2020) also promptly addresses the need to study each teacher's *professional* identity and de-homogenise research findings, which describe EAP teachers as uniform and uncharacteristic.

In light of this identified gap in current research, I will now synthesise the developments in the area of LTI research and outline trajectories for future research before I offer my definition of identity and end this section.

Based on my critical review of the literature on LTI, several themes, methodological approaches and research orientations have been highlighted. First, there has been a growing interest in adopting sociocultural theoretical approaches to explore identity since the publication of the highly cited works of Canagarajah (2013), Duff and Uchida (2012), Tsui (2007), Varghese et al. (2005), to name a few. In addition, narrative inquiry and reflective accounts of teachers' lives and practice have become a dominant research approach. The contribution of Clandinin and Connelly (2004), Norton (2008; 2013; 2017), and Barkhuizen (2016; 2020) to the popularisation of narrative research is well-deserved. More specifically, through the works of researchers such as Canagarajah (2013), Donnelly (2015) and Yazan (2018), different forms of autoethnography have become more commonly adopted in LTI research with the potential to grow in scope and application.

Second, another line of research in this area has explored the effects of the neoliberal political ideologies as well as enterprise, increased accountability and performativity as educational ideologies (Trowler, 2003) through the works of Douglas Fir Group (2016), Norton and De Costa (2018) and Reeves (2018), to name a few, on the changing landscapes of LTI. I remain cognisant of this recurring theme in the literature that my teacher identities are re-negotiated and re-constructed in a dialogic interaction with the contextual specifics of my EAP teaching practice and research focus. In the same vein, building on the work of Darwin and Norton (2015) and their concept of investment, Barkhuizen (2020) has explored teacher identity dilemmas as the interplay between the academic institutional characteristics and the imagined identities of academic teachers as practice-focused and academic-focused development. Such theoretical insights and implications for practical development can stimulate my engagement in reflexive accounts on each level of the Farrell's framework (2015) and inform the interpretation of my *findings* from the journal entries.

Last, these current orientations of teacher identity research will continue to underpin future studies in this area, with a specific focus on LTI studies as transformative research (Barkhuizen, 2020), which was aptly foreseen by Varghese et al. (2005) more than a decade ago. I also suggest that researchers will engage more profoundly in the negotiation of their identities when interacting with technological affordances, curriculum development and integration of technology to enhance their pedagogical and content knowledge (Mishra & Koehler, 2006) as well as assessment practices (Richards, 2013).

The other dominant theme that I believe will gain more traction is emphasising the individual teacher's embodied and reflexive identities (Barkhuizen, 2017) negotiation, juxtaposed with the identities ascribed to or imposed on them (ibid, 2017) by students and other stakeholders at their institution.

In short, in this section 2.2, I aimed to map the established and emerging theoretical perspectives on theorising and defining LTI. Narrative and autobiographical approaches have gained much traction in the literature as an emanation of the increased influence of social constructivist approaches and tendency to humanise LTI in the past two decades. Although reviewing the published literature on teacher identity is a challenging task, I believe that I have been able to draw upon the dominant discourses to identify a gap and establish a research niche for my study. To further emphasise the contribution of this study, I will end this section with my conceptualisation of language teacher identity.

I understand language teacher identity as a complex construct, which has a solid base but a porous surface. It constitutes an essential element of the teacher's persona, but requires a reflexive introspective look, continuously and systematically. It is negotiated and constructed through the interaction with the self, other agents, and social environment. It is malleable, and comprises different facets, defined by the social, political, and cultural specificities of the context. It is ever-changing and evolving and determines the pedagogical decisions of the teacher.

2.3 Reflective Practice and teacher professional development

In subsection 2.2.1, I argued that LTI research has generated a vast body of works, and it has been explored from different theoretical perspectives and methodological approaches. It is now regarded as an inextricable part of teacher *professional* learning, preparation and practice. My review of the literature has also addressed the growing amount of research which demonstrates how LTI affects teachers' pedagogical realisations and interaction with the students (Duff & Uchida, 1997; Morgan, 2004), and how malleable and evolving this construct can be when enacted in practice and negotiated through discourse (e.g., Barkhuizen, 2017).

As well, copious research has addressed the effects of the permeating sociopolitical values and policies on the ways in which language teachers conceptualise and project their identities against the backdrop of the relational and discursive specificities of their context (Barkhuizen & Mendieta, 2020; De Costa & Norton, 2017).

My contention is that all the different facets of LTI (Barkhuizen, 2017; 2020) are mediated and negotiated through a semiotic means (Lantolf, 2000b), most commonly through language and

narratives. I will look through the prism of my evolving teacher identity to explore how I adapted my EAP teaching practice to emergency online delivery in March 2020 and whether any developments and themes will be (re-)constructed after analysing the second set of data, generated in May-June 2021.

Grounded in a sociocultural theoretical perspective (Vygotsky, 1978), my study investigates how ‘who I am’ (Farrell, 2017, p. 183) informs ‘how I teach’ (ibid, p.183). In doing so, this inquiry is reflective of the research trajectory evident in the literature, which demonstrates the critical role teacher identities play in both pre-service and in-service *professional* development of teachers, as Donato (2017) posits.

Farrell (2017) aptly suggests that one’s identity is ‘manifested...[when] people enact roles in different settings’ (ibid, 2017, p. 184), so there arises the need to systematically reflect on how teachers’ background, teaching philosophy and principles have a bearing on their enacted and evolving teacher identities. Although reflective practice (RP) and teacher reflection continue to be a contemporary debate due to their elusive nature and slippery definitions, RP has become a dominant discourse in language teacher education studies (Mann & Walsh, 2017).

I agree with Farrell (2015; 2017) that without reflecting on their own embodied, reflexive, and projected identities (Barkhuizen, 2020), the language teacher might not be able to gauge the impact their teaching may have or make in terms of student learning and development (Haq, 2007). To contextualise this study and establish a niche in the extant literature, I will first provide a critical overview of the available definitions of RP in language teaching as conceptual and analytical lenses through which LTI can be explored critically and holistically.

2.3.1 Reflective practice in second language teaching

The research focus on reflective practice in L2 teaching has generated a considerable number of studies although few of them are based on empirical research or are data-led, according to Mann & Walsh (2017). Considering the various attempts to theorise and define RP in second/foreign language studies, this construct has become ‘a little ‘tired’ and in need of revitalising’ (ibid, 2017, p. 1). In the field of teaching English as a second language (TESL) to speakers of other languages (TESOL), there is a lack of consensus on how RP should be operationalised (Farrell & Kennedy, 2019).

Many theoretical approaches have drawn upon Dewey’s (1933) concept of reflection-on-action, so the process of engaging in a critical introspective self-audit of one’s teaching practice has thus been achieved retrospectively. As well, the emphasis in research has been placed on ‘post-mortem

reflection' (Freeman, 2016, p. 217), which turns the process into a problem-solving activity or a procedure to satisfy an institutional requirement (Mann & Walsh, 2017), which can often be 'faked' (Anderson, 2020, p.4).

Considering my previous discussion on the contextually shaped and discursively mediated, ever-changing construct of teacher identity, reflective practice can be employed to explore the different facets of LTI as they are manifested in the classroom and when interacting with the learners. There is a growing body of literature, which demonstrates the interconnection between teacher development, learning and critical reflection and teacher identity (Barkhuizen, 2021; Farrell, 2017; Higgins, 2017), which can underpin the teacher knowledge base (Borg, 2010; 2019) as well as their learning needs and attributes (Bocanegra-Valle & Basturkmen, 2019). Therefore, I subscribe to Farrell's position (2017) that researching teacher identity invokes critical reflection and constitutes a form of reflective practice.

Despite the ubiquity of the terms critical reflection (Yazan, 2018) and reflective practice (Anderson, 2020) in teacher education literature, more and more studies have argued that there is a need for further empirical research and data-led approaches to inform effective and contextually specific operationalisation of RP in TESOL contexts (Cirocki & Widodo, 2019; Hobbs, 2007; Mann & Walsh, 2017). Researchers are mostly unanimous in their position that teacher development should be continuous (Mavridi, 2021), and that reflective practice can be a precursor for teachers' reshaping of their knowledge base (Borg, 2010; 2019) and revisiting of their skills repertoire (Farrell, 2018; Farrell & Macapinlac, 2021). In order to better capitalise on the potential benefits of engaging in reflective practice in my study, in this subsection I provide a concise critical overview of the literature on RP to demystify this elusive concept, which still 'remains somewhat of an enigma' (Anderson, 2020, p. 4).

A review of the literature on RP yields a myriad of definitions and conceptualisations (Anderson, 2020; Mann & Walsh, 2017), frameworks (Stanley, 1998; Farrell, 2015), typologies and taxonomies (Anderson, 2019; Jay & Johnson, 2002) as well as methods and approaches (Farrell, 2019a) to serve as conceptual or analytical frameworks. Moreover, Farrell's comment (2019a) that reflection, critical reflection, and reflective practice are often used interchangeably is also a reminder that RP is the umbrella term, conceived after the seminal work of Dewey (1933), which encourages teachers to engage in critical and systematic reflection on their classroom practice.

In this conceptualisation of reflective practice, Dewey (1933) openly professes against linear and routine thinking, emphasising the importance of evidence-based teaching, which combines informed pedagogical decisions and conscious reflection. Because of the pragmatism in Dewey's ideas, his

concept of reflection-on-action has informed most of the subsequent models. Most notably, Donald Schön (1983; 1987) extended his ideas and developed the construct of reflection-in-action, which was not initially intended to be adopted by language teachers. Because of the increased focus on creating learner-centred classrooms and adoption of communicative and humanistic approaches to language teaching (Brown, 2007), TESOL teachers often have to *think on their feet* (Farrell, 2019a) to ensure learners are engaged in active learning (Weimer, 2013). Such pedagogical practices translate into reflection-in-action, which is a development of Schön's earlier work on single-loop and double-loop learning with Argyris (Argyris & Schön, 1974).

Although Schön's model can be attributed to the teacher's interactive reflections during teaching, Farrell (2012) suggests that they eventually reflect *on* action when 'listening to the *situations' backtalk*' (ibid, 2012, p.13, emphasis in original). More recent works in expanding Schön's thinking about interactive reflection have generated newer models such as Anderson's (2019; 2020) taxonomy of teacher interactive reflection. His model offers new insights into the teacher's interactive patterns, which he places on a continuum from practical (automated responses), through adaptive (response strategies) to reflexivity (recovery strategies and internal reflexivity), and foregrounds the myriad complex processes involved in teaching a language lesson, which requires systematic and critical self-reflection.

Such current models, informed by established frameworks from the legacy of Dewey (1933) and Schön (1983; 1987), further consolidate the notion of reflection and add to the increasing, yet insufficient data-led and evidence-based models for reflection, as Mann and Walsh (2017) have highlighted.

Farrell's framework for reflecting on practice for TESOL practitioners (2015), as shown in Figure 1 below, has successfully incorporated the theoretical insight and practical implications generated by previous models. The cyclical nature of the model allows for interactive and continuous engagement with different concepts and theories that underpin second language teachers' pedagogies and may be suitable for teachers of different backgrounds and experiences. This model may facilitate the exploration of second language teachers' perceptions of how their identities influence various aspects of teaching, lesson design, assessment, use of technology and interaction with the learners.

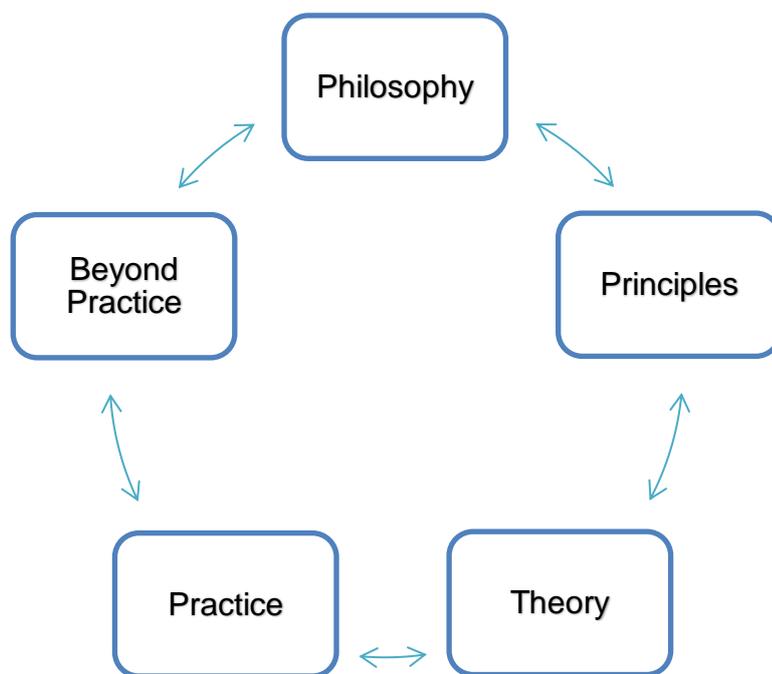


Figure 1 Framework for Reflecting on Practice for TESOL Professionals (Farrell, 2015)

Despite the status of orthodoxy (Mann & Walsh, 2017) reflective practice has achieved in many realms of knowledge, specifically in the field of TESOL, study findings indicate that reflection is a set of metacognitive skills that require evidence-based training and deliberation (Sellars, 2017) as well as an increased awareness of how engaging in critical reflection can contribute to the teacher's continuous *professional* development (Cirocki & Widodo, 2019) and improve teaching performance (Borg et al., 2020; Farrell, 2018). In this way, the exploration of identity becomes a study of one's *professional* and personal development as well as a process of a possible transformation of the teaching approach adopted.

The literature on RP is also rich in research findings and implications which suggest that reflection requires conscious and deliberate thinking, as Dewey (1933) posits, which underpins the cognitive-oriented models for reflection. Despite the criticism levelled at Dewey's model for its heavy reliance on *thinking* rather than on how this cognitive process leads to transformative action (Sellars, 2017), I am of the position that his concept of reflection-on-action represents one fundamental element of the broader concept and process of reflective practice. Although Schön's model (1983; 1987) departs conceptually from Dewey's ideas, I suggest that these two constructs, reflection-on-action and reflection-in-action, constitute a cyclic process and should thus be utilised in combination. In other words, engaging in interactive reflection (Anderson, 2020) can facilitate a more premeditated and deeper reflection during teaching and *post-factum*.

Recent works in the field have indicated that reflective practice can inform effective continuous *professional* development when this process is institutionalised, and teachers develop systematic reflective routines (Cirocki & Widodo, 2019). In a similar vein, Lee (2007) posits critical reflection is a set of skills, which requires fostering ‘from the beginning of the learning-to-teach process’ (ibid, 2007, p. 321). I subscribe to Sellar’s (2017) stance that Schön’s concept reflects the contextual specifics as well as the sociocultural and political dimensions of the classroom (Canagarajah, 2005). It is evident that most researchers agree on the position that RP may be an indicator for not only continuous but also transformative development of pedagogical content knowledge, particularly in technology-mediated learning contexts (Mishra & Koehler, 2006).

Teaching English as a second language is a complex and interactive process, fraught with challenging, yet reflexive moments that can prompt different reflective responses. Such interactions may not be necessarily perceived as negative critical incidents (Sellars, 2017), pedagogic epiphanies (Denzin, 1989) or ‘bumpy moments’ (Romano, 2006, p.973). Anderson (2020) identified at least a hundred ‘examples of reflexivity in just eight lessons, strongly supporting the hypothesis that teachers learn from interactive reflection’ (ibid, 2020, p. 5).

Such implications further reinforce the stance that critical reflection is cyclical and requires systemic and methodological engagement and intentionality. Therefore, the need arises for teachers to continuously engage in systematic and reflexive self-audit as published research has indicated (Ho & Richards, 1993; Wallace, 1996). Such an introspective and critical look into TESOL *professionals’* teaching can be effectively operationalised through the lens of their perceived reflexive and projected identities (Barkhuizen, 2020). These, in turn, are recognised as culturally embedded reflections of the teacher’s identity ‘as a form of role modelling’ (Higgings, 2017, p. 39).

Grounded in a Vygotskian sociocultural perspective to teacher identity, Cross’s construct of identity-in-activity (2005) allows for a reconciliation between teacher’s constructed identity and the imposed or imagined identities (Barkhuizen, 2020) ‘by larger sociocultural, institutional and historical forces’ (Golombek, 2017, p. 154). In this way, through reflecting critically on the tensions between the teacher’s imagined and reflexive identities, opportunities for teacher development arise (Collin & Karsenti, 2011; Toohey, 2017).

The position that reflection is a cyclical process, which is influenced by the cognitive abilities of TESOL teachers, their guiding principles, and philosophies as well as their ecological view (Edwards, 2020) of the context, has been gaining much traction in recent research. Based on my review of the extensive literature on reflective practice, I believe Farrell (2015; 2020) has effectively drawn upon the insight and findings of previous research (Mezirow, 1981; Richards, 2013), and

particularly worked through a Schönian perspective to conceptualise an effective model, specifically designed for TESOL practitioners. His framework embodies more profoundly what Larrivee (2008) defines as the three levels of reflection— surface reflection, pedagogical reflection, and critical reflection.

Overall, current trends in RP for TESOL teachers research indicate that critical reflection can be a useful indicator of teachers' conscious and deliberate development and revisit of their pedagogical and content competencies (Walsh & Mann, 2015; Yazan & Lindahl, 2020). Their identity negotiation, as perceived through their ecological view of the context, plays a crucial role in how they conceptualise reflection and the potential benefits it holds for their practice.

In the following subsection, I will present my critical exploration of the published works which utilised a reflective journal as a learning and mediating tool to invoke a deeper reflection in relation to teaching ESL and EAP in second language contexts.

2.3.2 Operationalising reflective practice in the Canadian EAP setting

In this subsection, I will continue the critical review of the literature with a more localised focus on how RP has been operationalised in the Canadian context. Due to the voluminous publications and research studies conducted since the 1980s in response to Schön's influential work and concept of reflection-in-action (1983; 1987), there is now copious literature on the theorisation and operationalisation of what reflection is, and how it should be implemented in the teaching practice of *professionals* (Farrell & Macapinlac, 2021).

In addition to being widely used in TESOL training programmes, reflective practice is also commonly adopted in other professional areas. For example, it has been a dominant paradigm in medicine and medical education (Mamade & Schmidt, 2004) and nursing (Bulman & Schutz, 2013), to name a few. The educational field, language teaching and TEFL/TESOL, has also been advanced in theorising and implementing RP through many models and approaches since Borton's early model (1970) for reflection, which invites the teacher to engage in reflection-on-action (Dewey, 1933) and adopt remedial actions on their teaching 'post-mortem' (Freeman, 2016, p.217).

This brief overview of the development of second language researchers' thinking about reflective practice indicates the interdisciplinary and cross-contextual orientation of the research in this area. Considering the influences of the neo-liberal agenda and increased accountability demands on HE institutions (Norton & De Costa, 2018), the need to engage in reflective practice, which can account for the specifics of technology-assisted teaching in a diverse classroom, particularly in COVID-19 times, resurfaces on the research agenda of practicing teachers and educational researchers.

I subscribe to Collin and Karsenti's (2011) position that RP is still a 'fuzzy concept' (ibid, 2011, p.570) even after a decade of research and proposed models. There is now a recognition in the literature that the teacher's background, beliefs, and experiences influence their pedagogical practices and thus require systematic and critical reflection (Farrell, 2015). Previous research on RP in language learning and teaching has primarily focused on learners' perceptions and experiences (e.g., Zubizaretta, 2009) as well as pre-service and in-service language and TESOL teachers' *professional* development (Pitsoe & Maila, 2013), subject-related critical incidents (Atai & Nejadghanbar, 2016; 2017) and critical incidents in their teaching experiences (Kilgour, Northcote & Herman, 2015). RP in English for Academic Purposes has received much less attention in published research.

In the Canadian context, prior research into EAP *professionals'* perceptions of their experiences also remains insufficient and fragmented. One possible explanation for this lack of active research interest is what MacDonald (2016) referred to as marginal spaces that EAP programmes and teachers still occupy in Canadian HE institutions. Despite their presence in almost every college and university across the country (Douglas & Landry, 2021), many EAP programmes still 'operate on the margins' (MacDonald, 2016, p.107) without a clearly articulated role and recognised importance of EAP teachers for the institution. This 'remarkable lack of attention to the EAP teacher practitioner' (Ding & Bruce, 2017, p. 2) is evident in all BANA countries despite the intensified processes of internationalisation (Abrar-ul-Hassan, 2021; Corcoran & Williams, 2021) of EAP programmes, attraction of international students and diversification of student body and teaching faculty (Galante et al., 2019) in the Canadian context.

In Ontario, which is the context of this study, despite being the province with the highest number of newcomers and international students to Canada (Corcoran & Williams, 2021; Valeo & Faez, 2013), EAP teachers can be employed at private language schools or public colleges (Douglas & Kim, 2014), most often on temporary contracts. At the same time, EAP preparation courses are advertised as a direct entry into the HE institution, preparing students for university life by teaching them transferable skills and engaging them in academic tasks 'EAP students will carry out in their mainstream studies' (ibid, 2014, p.2).

Against the backdrop of the precarious nature of EAP instruction in Ontario (Valeo & Faez, 2013), critical demands imposed on EAP instructors to ensure successful preparation of their learners for university transition (Douglas & Kim, 2014) have taken a central place in this fledgling research remit. As well, the 'lack of status and clarity of mandate' (MacDonald, 2016, p.106) and

the scarcity of systematic study into EAP *professionals'* practice and experiences require further research.

Apart from Farrell's notable contributions to research on TESOL and EAP teachers' beliefs and experiences through the lenses of reflective practice (Farrell, 2019a; Farrell & Yang, 2019; Farrell & Guz, 2019), there is a dearth of research into how EAP teachers perceive their pedagogical practices, and what factors affect their teaching approaches (Abrar-ul-Hassan, 2021). Ilieva's (2010) work on non-native ESL instructors' development of their professional identities, Donnelly's (2015) autoethnographic research into her own ESL teacher identity construction and Farrell's (2017) work on exploring RP through teacher identity are a few examples of studies on EAP teacher identity, specifically at a postgraduate level, which are generally absent in the Canadian and Ontario's public college contexts.

The sudden onset of COVID-19 pandemic has further exacerbated the already challenging EAP context in Ontario and across Canada. Due to the nature of EAP student demographic, composed of mostly mature professionals who work during their studies (Corcoran & Williams, 2021), a Statistics Canada report disclosed that only between March 2020 and May 2020, 48% were made redundant, 26% had their working hours reduced and 49% lost their job prospects (Wall, 2020).

Moreover, the effects of COVID-19 on student enrolment patterns, revisit of curricula and syllabi as well as shifting to emergency remote learning and teaching posed a significant challenge for all stakeholders, particularly EAP instructors (Daniel, 2020). Against the backdrop of the unsystematic research focus on EAP teacher development, agency and role of their identities (Ding & Bruce, 2017), the pandemic has once again revived the myriad issues EAP teachers are faced with, among which are job precarity, maintaining status in academia and ascribed 'sausage makers' (Hadley 2015, p. 34, as cited in Taylor, 2020) roles and identities in 'the *McDonaldisation* of EAP courses' (Ding & Bruce, 2017, p. 42, emphasis in original) as sources of uninterrupted revenue.

As Rapanta, Botturi, Goodyear, Guardia and Koole (2020) noted, EAP teachers had to run an inventory of their pedagogical content knowledge as well as technological pedagogical knowledge as per the Mishra and Koehler's model (2006) because of the effects the pandemic has caused to teaching and learning practices. For this reason, I will devote the following section 2.4 to a further review of adopted EAP pedagogical practices in the context of this study, and how these have been influenced by the hurried shift to online teaching, as reflected in my journal. In this way, I believe my study implications will contribute to an ongoing debate around the effects of the pandemic on the different aspects of remote ESL and EAP teaching.

As well, this research will add to the increasing number of studies, which address the necessitated changes when teaching online, such as the teacher's role, interaction patterns as well as what Moorhouse, Li and Walsh (2021) denote as classroom interactional competence (CIC). At the same time, it will also add to the body of knowledge on exploring EAP teacher identity negotiation as classroom practice, approached from the prism of reflective practice (Farrell, 2017).

A review of the literature on reflective practice, and how it has been utilised by teachers in ESL and EAP contexts, particularly in the East Asian and Canadian contexts, demonstrates the prominence that Farrell's work has gained in this area of research.

My position is that Farrell's ideas and proposed model effectively weave together the implications of important and commonly used conceptual frameworks, specifically Dewey's (1933) and Schön's (1983; 1987) models. In this way, his thinking and conceptualisation of reflective practice for TESOL *professionals* 'stand on the shoulders of giants' (Farrell, 2019b, journal title), and provide evidence-based implications on how to utilise the potential of reflection more holistically and systematically.

Farrell's studies (2017; 2018; Farrell & Macapinlac, 2020; Farrell, Baurain & Lewis, 2020) elucidate the importance of exploring certain tacit aspects of the teacher's 'identity origins, formation and development' (Farrell & Macapinlac, 2020, p. 3), which is a research line that is also given importance by other researchers in the area, such as Mann and Walsh (2013) and Barkhuizen (2021). As I demonstrated in the previous subsections, there is a growing recognition in the published works that continuous and systematic reflection on teacher identity may facilitate the teacher's insight into and conceptual understanding of their pedagogical decisions (Anderson, 2020). It may also lead to reshaping their knowledge base (Borg, 2010) and development of skills repertoire through 'data-led and evidence-based reflection' (Walsh & Mann, 2015, p.351). In this way, ESL and EAP teachers' self-knowledge, inner lives and emotional aspects of their professional personas are researched in relation to the pedagogical, sociopolitical, and ideological specifics of the context the classroom is positioned in, as Farrell, Baurain and Lewis (2020) posit.

However, I am cognisant of the recurring theme and implications of prior studies that reflective practice, or any model utilised to engage in critical reflection is not a one-size-fits-all solution. Even though RP in ESL and EAP teacher development is a vibrant and promising research field, I agree with Mann and Walsh (2017) that although action research is a form of reflective practice, a position also shared by Farrell (2020) and Wallace (1998), engaging in reflective practice may not necessarily lead to a transformative action or changes in the realisation of the teacher's pedagogy.

Such a conceptual departure is also observed in Borg's (2010) distinction between RP and teacher research. My position is that if reflection is systematically and critically operationalised, EAP teachers may become aware of certain hidden aspects of their practice, such as underlying philosophies and theoretical base, and how these affect the more apparent elements of one's teaching, such as lesson planning, teacher's role, designing content and planning assessment. Through this process, teachers may give more importance to certain social and political aspects of the EAP classroom (Haque, 2007), and understand how their identities continue to re-shape their teaching and academic experience of the learners (Barkhuizen, 2021).

For this reason, I believe Farrell's framework (2015) may facilitate a deeper and more thorough reflection not only on "who I am is how I teach" (Farrell, 2017, p.183) conceptual position, but also on certain sociolinguistic factors, such as moral, ethical, and sociopolitical issues, and how they influence my teaching from an *emic* perspective (Yilmaz, 2013).

In this research I hope to extend the use of Farrell's framework (2015) to an Ontario public college EAP context and provide a detailed account of my experience pivoting in-person teaching to an emergency online delivery due to the COVID-19 crisis. In Chapter 4 as part of the data analysis process, I will explicate the use of the framework in further detail to bring to light the concepts, assumptions, beliefs, and values I hold, which inform every step and decision I make in this research as my researcher positionality. Under Appendix E, I provide some selective excerpts from my reflections, stimulated by this model.

In the next section 2.4, I will critically analyse the literature on the established pedagogical approaches to teaching EAP, with a focus on the Canadian and Ontario public college contexts, and how these have been influenced by the sudden shift to online teaching.

2.4 Teaching EAP, effect of COVID-19 pandemic and emergency remote delivery

This section is concerned with the critical synthesis of the literature on teaching English for Academic Purposes, review of previous studies conducted with EAP teachers with a focus on the Canadian context as well as shedding light on how the COVID-19 pandemic has influenced the EAP pedagogical practices according to the latest research in this area. I will first outline the general trends in EAP teaching and learning in order to situate my critique of the available literature on EAP teacher perceptions of their practice.

My analysis will then primarily focus on studies conducted in the Canadian setting so that I can identify gaps in knowledge and explain how my research will address those lapses. In doing so, this study will fill a lacuna in the literature in a field of knowledge and *professional* practice deemed

critical for most Canadian HE institutions in the era of increased accountability (Douglas Fir Group, 2016; Norton & De Costa, 2018) and neoliberal management practices (Ding & Bruce, 2017).

The first subsection 2.4.1 will contain my critique of the literature on these constructs in relation to one another as inseparable entities. The second subsection 2.4.2 will further delve into the pedagogical practices of EAP *professionals* according to the published research, and how these will inform the interpretation of the study results. I will also critique Kolb's Experiential Learning Cycle (1984) model and its implications for EAP teaching and lesson planning in Ontario public colleges. Creating two larger subsections in this part is an intentional decision in an attempt not to decontextualise the discussion by analysing each construct separately. My position is that EAP pedagogy, the influence of COVID-19 and the future development of this *professional* field are intricately intertwined as part of my research focus, and thus require that I analyse them together in relation to the published literature.

2.4.1 Canadian EAP teacher perceptions of their pedagogy in the face of COVID-19

This part builds on my review of the constructs I have already analysed in the previous sections 2.2 and 2.3 in this chapter to demonstrate how each of these sections addresses the research questions and informs the analysis of the data and generation of results. Previous research on EAP pedagogy has addressed the role of the ESL and EAP teacher from a social constructionist perspective as a facilitator of knowledge construction of a libertarian form of learning (Freire, 1970; Li, Myles & Robinson, 2012) and creation of learner-centred classrooms (Brown, 2007).

I have also addressed how the social constructivist episteme (Lantolf, 2000a&b), now dominant in LTI research (Barkhuizen, 2021), second/foreign language teaching and learning (Mavridi, 2021) as well as reflective practice (Anderson, 2020; Farrell, 2017), has underpinned the conceptualisation of teacher identity as pedagogy (Morgan, 2004; Varghese et al., 2005), and the adoption of narrative approaches to exploring LTI and reflective practice of ESL and EAP teachers (e.g., Kumar, 2020). Despite the ubiquity of EAP programs at Canadian colleges and universities, compared with the number of studies on EAP student perceptions and experiences (e.g., Basturkmen, 2019), research into EAP teachers' perceptions of their experiences in the classroom is relatively limited (Ding, 2015; Taylor, 2020). This contrasts with the substantial body of works which EAP has produced, focusing on materials (Tomlinson & Masuhara, 2018) as well as curriculum design issues and analyses of learner needs (Bocanegra-Ville & Basturkmen, 2019).

To start, there has been an increased interest in what Benesch (2001) calls 'traditional pragmatic orientation' (p. xiv) of EAP and exploration of the sociopolitical issues surrounding this educational

practice. Her concept of critical EAP is informed by the influence of Freire's ideas (1970; 1972) and critical applied linguistics (Pennycook, 2001; Rao, 2018). There is now a consensus in the literature that EAP programmes' focus is to meet the expectations of adult learners who study EAP 'with a pragmatic, task-oriented investment in their language learning' (Li et al., 2012, p.14). As well, Anthony (2018) suggests that addressing EAP learners' academic needs is one of the four main pillars of the parent discipline— English for Specific Purposes (ESP) along with materials and methods, learning objectives and evaluation (Richards, 2013).

The field of EAP teaching has also been heavily influenced by the humanistic turn in ESL teaching (Brown, 2007), placing the learner at the centre of curriculum design and teaching approaches (Lightbown & Spada, 1999; Richards, 2010; 2013). For this reason and because there is often a disconnect between learners' needs and the set institutional curricula, researchers such as Li et al. (2012) advocate for 'a true participatory approach to language learning and teaching' (ibid, 2012, p. 14). Their claim reflects current research orientation around learner agency, which is often an ancillary rather than a normative element of the EAP learner's experience, as Bhowmik and Kim (2018) indicate.

Because such pre-sessional or pathway programmes prepare learners for their college and university studies, EAP curricula and pedagogical approaches are often tailored towards developing students' academic reading, writing, critical thinking, and presentation skills (Bhowmik & Kim, 2018; Li et al., 2012). The literature contains fewer examples of researchers who have explored or addressed the learners' speaking or communication skills such as Jordan's (1997) conceptualisation of EAP as a discipline that is intended to develop students' communication skills in formal higher education systems. This tendency presents a vibrant opportunity for further research, considering the specifics of adult learners, who are often portrayed as purposeful and pragmatic in their EAP studies (Basturkmen, 2019; Blaschke, 2012) as my analysis will demonstrate in the following subsections.

To maintain the focus of my review of the literature in this section, I will now critique the research findings of studies conducted in the Canadian context. Research results in this remit are similar because Canada, as other predominantly English-speaking countries, has registered an increasing number of international students who intend to study for at least an undergraduate degree in the country, according to a Languages Canada-Bonard research report (2021). Although the COVID-19 crisis may have disrupted this pattern and created many uncertainties for universities in terms of student enrolment patterns (Davies, Davies, Conlon, Emerson, Hainsworth & McDonough, 2020), pre-sessional preparation courses will probably remain popular with international and domestic

students. Post-COVID-19 EAP teaching may thus require a revisit of instructional strategies and re-conceptualisation of EAP pedagogies (Bhowmik & Kim, 2018; Huang, 2018).

A growing number of studies have now addressed the new challenges ESL and EAP teachers are facing due to the commodification of English language teaching and learning — ‘a clear manifestation of neoliberalism’ (Li & De Costa, 2017, p. 277): a challenging context that the COVID-19 pandemic has further exacerbated. Therefore, education under neoliberal demands should produce workers who not only possess content knowledge and *effective* interpersonal skills but also a set of essential employability skills as defined by the Ontario Ministry of Colleges and Universities (2009).

Each graduate of an Ontario public college should therefore be able to ‘reliably demonstrate’ (ibid, 2009, para.1) each of the six skills categories — communication, numeracy, critical thinking and problem solving, information management, interpersonal and personal skills. As a result, published works on EAP in the Canadian setting have been primarily concerned with the social and cultural life of international students (Myles & Cheng, 2003), learner challenges and academic acculturation, or lack of thereof, (Cheng & Fox, 2008) as well as how international students perceive the internationalisation of the EAP curricula and their learning experiences (Guo & Guo, 2017).

Against the current backdrop of the dominant accountability and performativity agenda at place in higher education (Hyatt, 2015), previous research has addressed the marginalisation of EAP programmes and EAP practitioners (Ding, 2015) compared to other university *professionals*. Despite being a critical issue for Canadian EAP teachers as well, research in this area remains limited and fragmented. Some notable exceptions, in addition to the ones referred to in the introduction, are MacDonald’s (2016) work in creating awareness about the marginalisation of EAP *professionals* in Canada, Bukor’s doctoral research (2011) on reconstructing ESL teachers’ *professional* identities in relation to their practice, and Smithwick’s (2014) doctoral study into the challenges EAP university teachers face in being recognised as university *professionals*.

I have also referred to a recent survey in the Canadian tertiary context, conducted by Corcoran and Williams (2021) across five Canadian provinces. The researchers highlight the integral place EAP programmes occupy at their respective institution, and the need for further and more systematic research into the diversity of programme sizes, practitioners’ profiles, workloads, and precarious teaching contracts, which directly affect their scale of *professional* dis/satisfaction. Their most recent research results (Corcoran, Williams & Johnston, 2022) further shed light on EAP teachers’ perceptions of their lived experiences and programmes’ operation through interviews, which is

crucial in understanding the underlying issues in the sector and may potentially lead to the implementation of policies that address the chronic problems more adequately.

Englander and Russel (2022) also investigated students' and teachers' perceptions of their online EAP pathway courses at a major university in Toronto. Using the Community of Inquiry framework (Garrison, Anderson & Archer, 1999) as a design and research tool, they explored to what extent students' and EAP teachers' views of social, cognitive, and teaching presence converged or diverged. The preliminary analysis of my data is in concert with their study findings that social presence was disrupted, which to some learners was a precursor for academic success and course performance. Assessment was used as a primary means to gauge learner engagement and investment in the learning process. EAP teachers reported the use of more streamlined and didactic instructional methods, to which some of the students were accustomed, so the learners did not view it as a course shortcoming.

It becomes evident from the EAP literature from across different contexts that exploring EAP teachers' beliefs, experiences and perceptions of their practice is critical in adapting pedagogical, assessment, and employment practices as well as addressing the ambivalent role (Ding & Bruce, 2017) and precarious employment status (Corcoran & Williams, 2021; Valeo & Faez, 2013) ascribed to and imposed upon EAP *professionals*.

Although this research does not directly address the issues of (de-)professionalising the EAP sector, it will shed light on how one EAP teacher perceives their *professional* identity and engages with the ongoing debate on how 'the lack of status [and] clarity of mandate' (MacDonald, 2016, p. 106) add to the complexity of the trivialisation of EAP (Hyland, 2015) in Canada. One possible reason for this paucity of research may be the developing knowledge base and the lack of EAP *professional* bodies similar to the British Association of Lecturers in EAP (BALEAP), whose mandates have no practical application outside of the UK.

In terms of approaches to teaching EAP, it is a recurring theme in published research that EAP courses and instruction should first serve as an enculturation process (Hyatt, 2015) into the university academic community. This appears to be another under-researched area in the Canadian EAP setting, according to Tweedie and Kim (2015). Both international and domestic learners, whose first language is not English, need to develop their linguistic and academic repertoire whereby they can function effectively at a Canadian university (Keefe & Shi, 2017). In this respect, some Canadian-based studies have addressed the need to align the curriculum and pedagogical approaches to the assessment practices (Huang, 2018) as academic acculturation (Hyatt, 2015; Tweedie & Kim, 2015).

Additionally, Bhowmik and Kim (2017) suggest a five-prong strategy, which entails academic culture acclimatisation, student voice, teachable moments, reflection, and autonomy. I agree that these components can serve as a heuristic model to address the changing patterns in student enrolment and teaching approaches, particularly in light of the increasing internationalisation of Canadian higher education (Galante et al., 2019; Guo & Guo, 2017). However, further research is needed to illuminate how each of these elements can be conceptualised and applied contextually and ideologically. It is evident that despite the limited, yet growing number of studies in the Canadian settings, researchers have agreed that exploring EAP *professionals*' perceptions of various aspects of their practice is required to address the 'dispersed intermittent empirical attention to [EAP] teachers' (Nazari, 2020, p.1).

The status of Canadian-based research on EAP *professionals* is reflective of the ostensibly limited literature focusing on the teacher despite the ubiquity of EAP programmes, diversity of contexts, praxes, roles, and identities, as Ding and Campion (2016) posit. The impact of COVID-19 and hurried shift to emergency remote teaching has been instrumental in demonstrating the need to conduct research with and by EAP *professionals* (Davies et al., 2020; Todd, 2020). Such studies may shed light on how teaching beliefs and principles have been affected (Chen, 2021) and re-imagined as well as how EAP teachers perceived the imposed need to create synchronous and asynchronous learning solutions (Englander & Russell, 2022; Wong, 2020) without systematic training or deliberation because of the sudden onset of the pandemic.

These new ways of lesson delivery and learner engagement have now created a critical need to understand how teachers have tackled the implementation of remote delivery at a macro level (Godwin-Jones, 2020) alongside the many practical and pedagogical issues related to unplanned and hurried move to remote teaching. In a similar vein, EAP teachers have had to add new competencies to their repertoire — technological competencies, online environment management competencies, and online teacher interactional competencies, which according to Moorhouse et al. (2021), constitute e-CIC (classroom interactional competencies).

Interaction in online EAP classrooms has been a common topic in recent research, as Davies et al. (2020) have highlighted, due to its centrality in maintaining learner engagement and importance in developing the learners' communicative competence as a form of deep learning (Hyatt, 2015). Similar studies on the effects of COVID-19 and shifting teaching to an online environment have principally focused on the Asian context, particularly China (Davies et.al, 2020, Singapore (Wong, 2020; Hong Ng, 2020) and Thailand (Todd, 2020).

There remains the need for further research into EAP teacher experiences with pivoting instruction to a remote delivery in Canada. As Englander and Russell (2022) suggest, the Community of Inquiry framework (Garrison et al., 1999) can be utilised as a conceptual and research tool to explore teachers' pedagogical role and propose adaptations to the curriculum to achieve the course learning outcomes during virtualised instruction. The framework can thus be employed to explore EAP teachers' perceptions of their identity negotiation as they reflect on their social, cognitive, and teaching presence in the virtual classroom. The following subsection will focus on my review of EAP pedagogy, and what prospects for its development the COVID-19 pandemic has created.

2.4.2 EAP pedagogy, Kolb's Experiential Learning Cycle, and prospects for teaching EAP post-COVID-19

As I demonstrated in subsection 2.4.1, my critique of the literature on various aspects of the teachers' ecological view of their practice (Edwards, 2020) is inextricably connected to ESL and EAP teachers' pedagogical realisations and effects of COVID-19 on classroom teaching. For this reason, in this subsection I will further delve into the published works to establish what pedagogical approaches have been commonly adopted in EAP classrooms, with a focus on adopting Kolb's Experiential Learning Cycle (1984; 2015) in Ontario public colleges' EAP teaching contexts, and how these may have changed due to the pandemic. I will also outline the future research trajectory of re-imagining EAP pedagogy in the context of the public college system in this Canadian province.

EAP instruction and EAP learner experience are seen by researchers as an induction into an academic community (Hyatt, 2015; Hyland, 2006; 2015) and an enculturation process (Tweedie & Kim, 2015). Grounded in sociocultural constructivist theories (Lantolf & Pavlenko, 1995), EAP pedagogy recognises and reflects the importance of social interaction to construct and negotiate knowledge and has therefore received significant attention in the literature. For example, Rao (2018) underscores the power of social interaction and suggests the incorporation of social activities and cultural practices into EAP curricula for learners to develop critical thinking skills to become more autonomous and reflective, as other researchers have also suggested (Blaschke, 2012; Douglas & Kim, 2014; Li et al., 2012).

Adult learners can be more strategic and autonomous in the learning strategies and preferences they demonstrate during their college education (Weimer, 2013). The EAP classroom is therefore expected to provide opportunities for the learners to internalise, *experiment* with and apply new concepts and information in the classroom and beyond. This form of induction into the academic

community of the institution (Hyatt, 2015), the development of their discourse competence (Ding & Bruce, 2017; Jones, 2020) and essential employability skills (Ontario Ministry of Colleges and Universities, 2009) prompted the adoption of Kolb's Experiential Learning Cycle model (1984) to inform pedagogical, interactional and assessment practices for EAP programmes.

The dominant paradigm of learner-centred teaching suggests their college experience should develop learners' holistic abilities, which include their analytic and problem-solving skills. Curriculum design and instructional practices are informed by the principles of outcome-based learning (Richards, 2013), which suggests that learners will be able to apply and transfer the knowledge and skills to their professional settings. Kolb's Experiential Learning Cycle, as shown in Figure 2 below, draws upon theoretical and practical insight from Piaget and Dewey (Cavas & McCloughlin, 2009) and underpins the pedagogical realisation of the teacher to employ pedagogical strategies, which stimulate active learning based on experience.

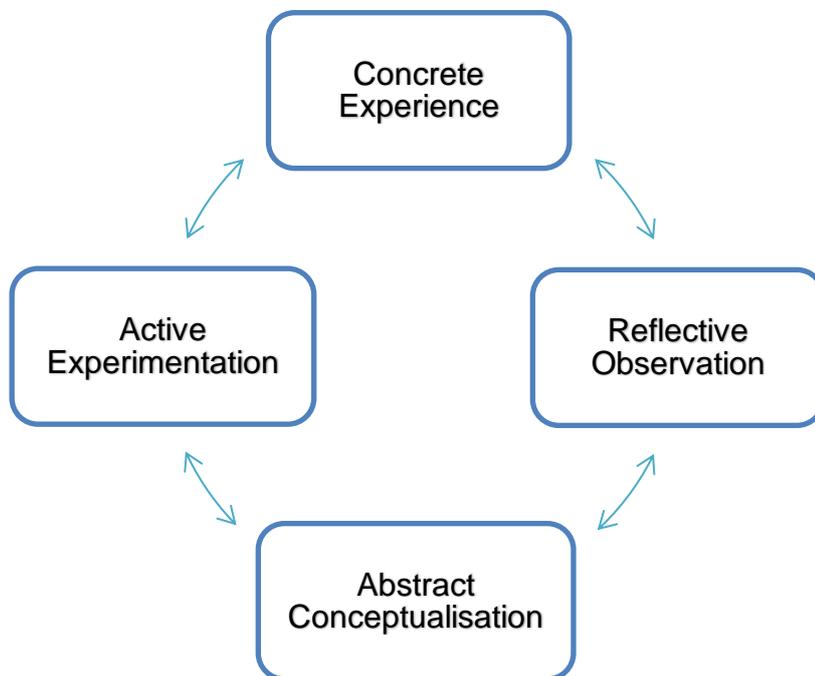


Figure 2 Kolb's Experiential Learning Cycle Model (1984)

Kolb (1984) suggests that individuals construct new knowledge through the transformation of experience. These 'immediate and concrete experiences are the basis for observations and reflections' (Kolb, 2015, p. 51). This reflection should then help the learner to conceptualise new or adapted ways in which that experience can be applied and *tested*. However, second language learners may face an additional challenge of having to process and adapt content knowledge in their inter

language (Lightbown & Spada, 1999), which is their developing proficiency in the foreign language. This may prevent them from reaching the Abstract Conceptualisation and Active Experimentation stages due to class time restraints or the need to cover the prescribed curriculum.

Another challenge might be the learners' lack of knowledge and ability to engage in reflection, particularly when done in another language. Research offers examples when the integration of task-based approaches to language learning may complement the adaptation of the cycle to the specifics of the classroom (e.g., Siefker et al., 2020) to prevent online instruction from being too didactic (Englander & Russell, 2022). My position is that this model should be adapted and integrated into the pedagogical practices to enhance learners' reflective skills while working on their language learning goals. I will present my adaptation of the model under Figure 4 in section 4.4 of Chapter 4. As part of my data analysis under Theme C, I will explain the methodological challenges I faced of not being able to reach the last two stages of the cycle because I struggled to *deliver* the curriculum while reflecting on how to tailor the online learning to the needs and expectations of the EAP students.

There has been a significant interest in the published works on how student voices can serve as a transformational power for tailoring their EAP experience to be even more learner-centred—a notion inherent for the tenets of critical pedagogy, as Haque (2007) states. Despite the late(r) arrival of such ideas into the EAP arena, the literature has now recognised the importance of examining sociopolitical and ideological aspects of EAP classrooms as a 'way of 'doing'' learning and teaching (Canagarajah, 2005, p.932). Considerations for such critical aspects of EAP teaching are also essential when teaching online, which has created many opportunities for re-imagining pedagogical approaches as 'unplanned innovation' (Todd, 2020, p. 14), such as organisational and interactional sorts of innovation (ibid, 2020), which is a reflection also shared by other researchers (e.g., Moorehouse et al., 2020).

The relatively limited number of studies conducted with EAP teachers in the Canadian setting have also reported the need to create interactional opportunities for learners to develop communicative competence and linguistic repertoire on the one side, and experience Canadian-style higher education learning as an acculturation process, on the other. To illustrate, Douglas and Kim (2014) explored EAP teacher perceptions of utilising the task-based language teaching (TBLT) pedagogical approach. Their findings are consistent with prior research that many EAP *professionals* employ this approach for student presentations, writing essays and preparing for role-play and interviews. Despite the constraints imposed by the curriculum and course duration, TBLT can be effectively utilised in an online environment as the discussion of my *findings* will point out.

Another strand of Canadian-based studies has addressed the assessment practice employed by EAP *professionals*. Due to the cultural and linguistic diversity of EAP learners in Canada, assessment is one of the primary concerns for adult, pragmatic-oriented learners (Abrar-ul-Hassan, 2021; Huang, 2018; Li et al., 2012). Despite the paucity of research on teachers' self-perceived competence and need for assessment training, assessment has been recognised as a critical aspect of EAP instruction as being an indicator for 'what is valued or important for students to learn' (Looney, Cumming, van der Kleij & Harris, 2017, p.1). Englander and Russell (2022) also report assessment to be a major factor in understanding learner performance which correlates to the social and cognitive presence of the students during synchronous and asynchronous activities. Aside from the pedagogical and methodological significance of creating and administering specially tailored assessment, Huang (2018) notes that placement tests and summative assessments are often used as accountability indicators for covering the course learning outcomes as well as a predictor for the overall effectiveness of the programme.

The published research which examined the assessment literacy of EAP teachers in Canada (Huang, 2018) remains scarce. Such a lack of evidence-based findings is critical considering the institutional accountability of colleges and the implemented assessment protocols (Nazari, 2020). As some aspects of my data analysis will indicate in Chapter 4, students' perceptions of assessment in an online learning context presents a critical component of the EAP teacher's methodological approach (Abrar-ul-Hassan, 2021; Malone, 2013). My analysis will thus highlight the need for future studies into EAP teachers' self-perceived requirement for an ongoing assessment training and development, as previous research has indicated (De Luca & Johnson, 2017).

This review of the literature on EAP teachers' beliefs of their pedagogy and conceptions of their practice is consistent with the ostensibly disproportionate amount of research on the EAP field's broad array of theoretical underpinnings, active research agenda and expert knowledge of EAP learners and their specific learning needs (Hyland & Shaw, 2016). The vibrant research agenda to explore EAP learners' perceptions comes in a stark contrast with the limited extant data-led knowledge base (Borg, 2010) on how EAP teachers perceive their practice.

Given its ubiquity in almost every HE institution in North America, South America, and Asia (Hyland & Shaw, 2016) and the incremental increase in international students as well as domestic learners at EAP programmes (Languages Canada-Bonard, 2021), the EAP field will continue to be a subject of active research. Evidence-based studies will further shed light on the increasingly complex and diversified nature of EAP instruction. EAP teaching is informed by the interconnectedness of ideological discourse influence (Edwards, 2020), use of authentic materials

and tasks, relevant for the interdisciplinary range of teaching and assessment methods (Hyland & Shaw, 2016). Placing the learner at the centre of curriculum design and instructional practices (Richards, 2013; Weimer, 2013) will continue to dominate the research focus in this study domain.

Pre-COVID-19 Ontario public college EAP instruction was concerned with creating learner-centred classes, which focused not only on developing their analytic and cognitive abilities but also on their interpersonal skills and ‘intuitive, non-verbal powers’ (Teaching and Learning Handbook, George Brown College, p.7, 2019). Such theoretical underpinnings of college instruction reside well with Wiggins and McTighe’s (1998) backward curriculum design framework and Bigg’s (1996) model of constructive alignment between course learning outcomes, assessment, and pedagogical practices. Considering the current climate of conducting most EAP classes in an online environment, examining how instructors perceive this shift in discourse and pedagogy can serve as a precursor for a promising research domain in post-COVID-19 EAP pedagogy.

In addition to placing the learner at the heart of course design with the purpose to acquire content knowledge and foster personal and employability skills (Ontario Ministry of Colleges and Universities, 2009), researchers are in consensus that adopting heutagogy as a learning approach may better serve the needs of adult learners who tend to be ‘highly autonomous and self-determined’ (Blaschke, 2012, p. 56). Similarly, the COVID-19 pandemic has revived the need to re-imagine EAP teachers’ technological pedagogical content knowledge (Kurt, 2019; Mishra & Koehler, 2006) and foreground the use and application of Web 2.0 technologies (Mavridi, 2021). I subscribe to Blaschke’s position (2012) that distance education ‘ha[s] a particular affinity to the heutagogical approach’ (ibid, p. 67) because it fosters learner autonomy and provides affordances for students to engage with the process of learning.

In summary, in subsections 2.4.1 and 2.4.2, I referred to seminal authors in the EAP field whose ideas and positions regarding EAP teaching are in concert to a large extent. I have also aimed to demonstrate the exponential growth in EAP knowledge base since 1974, when Tim Johns allegedly mentioned EAP for the first time (Hyland & Shaw, 2016) to the current state of knowledge according to which EAP is either defined as a research-informed enterprise (ibid, 2016) or simply academic business (Ding, 2015). Published research has thus primarily focused on issues around the EAP learner, institutional accountability, and curriculum design practices. However, the lack of consistent, systematic, and data-led approach to exploring EAP teachers and their perceived experiences of their teaching practice, underscores the need for further systematic and interpretative research that can shine light on various aspects of EAP teachers’ *professional* practice.

Such a research orientation can generate not only rich data to inform the *professional* practice of EAP teachers, but it can also be transformational in energising the debate on how teacher identities influence and inform their teaching philosophy and principles. As my critique of LTI and reflective practice literature demonstrated in sections 2.2 and 2.3 of this chapter, EAP teachers have the potential to create a *positive* impact on their learners' ability to become more reflective and autonomous, charged with more agentic power in the teacher-learner relationship, as Dewey (1933) and Freire (1970; 1972) previously suggested.

2.5 Chapter summary, identification of research gaps and contribution to knowledge

In this chapter, I provided a critical synthesis of key ideas, theories and conceptualisations of the constructs that comprise my research questions— second language and EAP teacher identities, reflective practice as EAP teacher *professional* development and learning, second language and EAP pedagogy, and the effects of the COVID-19 pandemic on the realisation of EAP pedagogical practice during the emergency remote teaching. I also elucidated how the social constructivist perspective has underpinned my approach to the review of the body of knowledge around my topic in order to create the necessary synergy between my research aims, paradigmatic nature of the study, adoption of theoretical framework and selection of research methods, which I will justify in the following chapter.

The literature work in this chapter was therefore conceptualised as a theorised story (Golden-Biddle & Locke, 2007), which used four rhetorical moves to provide context for my research, identify lapses and gaps in relevant published literature and ensure my study focus, *findings* and implications can be warranted as contributing to and expanding on the body of knowledge. In each of the sections above, I aimed to demonstrate where in the literature my study can be situated by not only creating conceptual links between constructs but also through problematising the extant literature on the relevant constructs as incomplete and incommensurate in relation to exploring EAP teachers' identity and pedagogy in the Canadian context.

The other two rhetorical moves (Golden-Biddle & Locke, 2007) pertain to articulating this study's significance and foreshadowing how this research will address the identified gaps and insufficiencies. Based on my critical analysis of the literature in this chapter, I have identified the following gaps, which I aim to address through my research:

- Limited research has been conducted on EAP teacher identity and perceptions of EAP teachers of their practice and pedagogy in the Canadian setting.

- There is a lack of studies that explored EAP teacher identity development through an autoethnographic account of teacher journal entries and using Farrell's framework for reflecting on practice (2015) to complement the research method.
- Research on the effects of COVID-19 on EAP *professional* practice and realisation of EAP pedagogy, although growing, remains scarce and fragmented.
- Few studies have addressed the challenges, experiences, and perceptions of EAP teachers when shifting in-person teaching to emergency remote delivery in Canada.
- Published literature on EAP teacher engagement in reflective practice as a form of *professional* learning remains fragmented in the Canadian context.
- There is a need to engage in the ongoing debate about the lack of *professional* and institutional status as well as clarity for the mandate for EAP *professionals* in Canadian higher education institutions.

Chapter 3: Methodology

3.1 Chapter outline

The purpose of this chapter is to critically analyse the philosophical underpinnings of this research study by demonstrating how my views of social reality, and what I consider *good* knowledge, have an influence on the formulation of the research questions, evolution of research topic, researcher positionality, the method/ology I have adopted as well as my approach to data analysis and construction of themes. The focus is also placed on specific quality criteria I have considered, and what ethical considerations I have addressed that are pertinent to the autoethnographic approach utilised in this study. This chapter also discusses some of the possible limitations of my research, which will be further addressed in the data analysis and conclusion chapters.

To illustrate, I will critique my ontological, epistemological, and axiological assumptions (Yilmaz, 2013) in order to explain why this study can be situated into the interpretivist and critical research traditions. I will also demonstrate how my understanding of the notions of teacher learning, second language and EAP teaching as well as issues of power relations in the classroom resonate with the critical social constructivist position (Lantolf, 2000a&b), and the mobilised paradigm shift in social sciences, which draws upon critical theories. In my study, I draw upon Freire's work and his concept of conscientisation (1970; 1972) to critically re-examine my EAP teaching practice from the lens of my evolving identities.

In so doing, I strive to conceptualise how the re-construction of pedagogical knowledge can have a transformational power over my perception of self and identity, pedagogical practice and potentially the academic experience of my students. Such an exploration is particularly needed in the face of and after the COVID-19 pandemic, which has necessitated an updated thinking of how messy, unpredictable, and non-linear the social world is (Creswell, 2007).

The purpose of this study is not only to gain a deeper understanding and insight of how my social background, education and teaching experience form my personal and *professional* teacher identity in its different facets. It also aims to shed light on specific aspects of my EAP teaching and interaction with the students pre-COVID-19 and during the emergency remote delivery in order to re-conceptualise how to improve the experience of the learners from my perspective and empowered position as an EAP teacher. For this reason, I can also situate this research within the critical paradigm (Crotty, 2003; Mack, 2010; Pennycook, 2001) without creating any tension with the interpretivist research tradition. I believe that such a cross-paradigm orientation of my research will

allow me to consider the different perspectives to knowledge (re-)construction and strengthen the methodological decisions I have made to address my research questions more effectively.

As mentioned in the introductory chapter, this research inquiry aims to answer the following questions:

1. From an autoethnographic perspective, how has the perception of my identity as an EAP teacher evolved over my teaching period at a Canadian public college?
2. How have my identity as an EAP teacher, and my pedagogical beliefs, evolved in the face of moving teaching online during the COVID-19 pandemic?
3. What factors have influenced the realisations of my pedagogical beliefs in an online context?

To ensure the research questions are congruent with the choice of methodology, which I will further explicate in this chapter, in subsections 3.2.1 and 3.2.2, I will first critically unpack the ontological, epistemological, and axiological underpinnings of this research, which form the notion of research paradigm (Crotty, 2003; Grix, 2004) along with the theoretical framework that informs my work. I will devote the third subsection 3.2.3 to the critical paradigm to demonstrate how this study's philosophical underpinnings align with certain critical theories. I will also explain how my positionality, adoption of critical reflexivity and agency (Berger, 2015; Chesworth, 2020) sit with my choice of methodology.

Next, I will present a brief critical account of my topic evolution and the effect of my *professional* and research context on the research orientation in section 3.3. I will justify the decision to utilise autoethnography as my method/ology and borrow from writing as inquiry (Richardson, 2002) as a method of knowing and analysis, operationalised in narrative research (Clandinin & Connelly, 2004) by using Farrell's (2015) framework for reflecting on practice for TESOL professionals. This section will also address data generation period 1 and period 2 and provide a warrant for my decision to adopt the Thematic Analysis method (Braun & Clarke, 2006; 2013) to construct codes and themes.

The chapter will continue with section 3.4 and my discussion of the quality criteria I have considered, which are commonly applied in qualitative and autoethnographic studies (Lapadat, 2017). In the same section, I will address specific ethical concerns pertinent to autoethnographic studies (Denzin, 2003; Ellis, 2004; Sikes, 2004). I will end the chapter with an account of the possible limitations of this research in subsection 3.4.2, which I regard as an iterative process, and explain how these will influence the interpretation of the results and forming suggestions for the *professional* practice of teaching EAP in the Canadian context.

3.2 Paradigmatic nature, theoretical framework of the study and researcher positionality

3.2.1 Critique of ontological, epistemological, and axiological assumptions

Research in social sciences is often classified as qualitative, quantitative, or mixed methods (Clark & Ivankova, 2016), which can also be a combination of two or more qualitative approaches. Because of the risks of creating such a simplistic binary in classifying a particular type of research as either one or the other, or a combination of both, researchers such as Lather and St. Pierre (2013) advocate for expanding the boundaries of thinking about research to consider certain non-human elements. These become interconnected with the social interaction of humans in their quest for reconstructing new knowledge.

In this study I adopt critical reflexivity (Berger, 2015) to demonstrate how subjective and context-dependent each knowledge claim is (Crotty, 2003; Guba & Lincoln, 1994). I subscribe to the position that human interpretation or perceptions can never be free of values, beliefs, conceptions, or assumptions about the nature of the social world (Greenbank, 2003). Researcher values essentially underpin all the theoretical and methodological decisions the researcher makes during all stages of the project.

My research orientation reflects the complexity, non-linearity, and serendipity (Thomson, 2020) that characterise the process of adopting a particular research framework. The methodological decisions that the researcher makes might be unpremeditated because of their view about the social world. They can also be guided by the researcher's preference for a specific research tool to adopt before they address—consciously and systematically—more fundamental questions about the nature of being, nature of knowledge and what theoretical perspective the research is guided by, as Crotty (2003) posits. Contrary to the portrayal of the paradigmatic assumptions of the researcher as a linear progression from ontology, through epistemology to methodology and methods in many research guides, I support the position that the researcher should subject their assumptions to a continuous critique to ensure they are congruent with the research design of their study.

I believe that every research endeavour is essentially a demonstration of values (Greenbank, 2003) as well as a reflection of what the researcher considers *good* knowledge. This study gives precedence to being reflective and reflexive about my position, and how it informs the formulation of the research questions, choice of methodology and methods as well as what approach I take to the analysis and interpretation of study results (Ellis, 2004). The adoption of critical reflexivity is also a way to address the fundamental issues of adhering to the established quality criteria for

autoethnographic studies (Lapadat, 2017) and being transparent (Mauthner & Doucet, 2003) about the steps taken to ensure the research is ethical and moral (Sikes, 2015a).

The researcher may decide on a particular tool before making critical decisions about what research tradition their study will be situated within (Creswell, 2007), and what theoretical and conceptual frameworks will inform their study (Troudi, 2010). Questions about the nature of being (ontology), nature of knowledge (epistemology), and what research framework to adopt (methodology) form the notion of research paradigm (Crotty, 2003; Guba & Lincoln, 1985). It is a demonstration of what belief system the researcher has, and what assumptions they make vis-à-vis their object of inquiry and selection of topic. At the same time, the researcher needs to draw upon an established theory to inform their study design, generation of data and approach to data analysis (Ellis, 2004; Sikes, 2004).

Troudi (2010) states that it may be difficult for the researcher to establish the difference between the theoretical framework and the paradigmatic nature of their study. I subscribe to Troudi's position (2010) that this may happen if the researcher adopts a particular epistemological position 'to function as a conceptual basis for the study' (ibid, 2010, p.315). Therefore, the theoretical framework can be understood as the intellectual lens from which the object of inquiry is approached whereas the research paradigm represents the practical application of the researcher's philosophical assumptions and approach to data generation and analysis. I also support Troudi's claim (2010) that there may be a certain overlap between the epistemological foundations of the study and the theoretical lens the researcher is wearing to approach the object of research. In the context of my study, however, I cannot divorce my subjectivist epistemological assumptions (Crotty, 2003) from the social constructivist theoretical framework my study is grounded in (Lantolf, 2000a&b).

Situating research within a particular paradigm makes my position explicit in relation to the researched phenomenon (Yilmaz, 2013; Sikes, 2015a), illuminates my study aims and justifies how I address the research questions. The theoretical framework of my study will then be the intellectual lenses I wear, and how these guide my formulation of the research questions and interpretation of the generated data. The theoretical framework has also allowed me to situate the constructs I am researching in the existing literature to establish my position, create a niche for the study and make claims for contribution to the theory and practice of teaching EAP in the Canadian context and beyond.

My research questions aim to investigate how my biographical and educational background as well as my personal and teacher values, beliefs and biases have had an impact on my teaching practice (Richards, 2013) in the context of teaching EAP at a Canadian public college, particularly

in the face of and during the COVID-19 pandemic, whose arrival coincided with the first data generation period. My purpose was to make sense of the social, cultural, and political reality of my classroom, both in-person before COVID-19, and online after the pandemic disrupted teaching. I placed myself reflexively and critically in the context of this study to be able to establish a connection to the sociocultural experience (Reed-Danahay, 1997) and study of culture through study of the self (Little & Little, 2021) by means of an autoethnographic account (Ellis & Bochner, 2000) and teacher journal writing (Moon, 2006).

‘By positioning myself reflexively’ (Ellis, 1993, p.724) as the narrator, researcher, and object of my autoethnographic research, I can conceptualise one way of *knowing* about aspects of my classroom teaching through the reflection on my own experiences (Ellis, 2004; Bochner & Ellis, 2021). Bochner and Ellis (2021) now define autoethnography as ‘a first-person composition within its fluid and expansive boundaries’ (ibid, 2021, p.252). It is more than a research approach, which allows the researcher to explore and analyse (graphy) the political, cultural, socially conscious aspects (ethno) of the social milieu through the lens of their personal experience (auto) (Bellinfantie, 2018; Ellis et. al, 2011). Through the critical exploration of a particular life, the researcher can understand ‘a way of life’ (Ellis, 2004, p. xvii, as cited in Reed-Danahay, 1997).

I recognise that there are multiple ways to interpret experiences and social interactions, which stem from the complex and multi-layered nature of the social milieux of agents (Toohey, 2017). Such relativist and anti-foundational ontology (Grix, 2004) presupposes multiple realities that are socially constructed in ‘a meaning-making cyclical process [which] is the basis on which the interpretivist paradigm was established’ (Mack, 2010, p.7). Research in this tradition recognises the role of subjectivity, emotionality, and complexity of social interaction because the researcher brings their own, unique raft of beliefs and inclinations, so the epistemological foundation of the interpretivist paradigm is subjectivist, highly personalised and context-dependent (Denzin, 2003; 2014; Guba & Lincoln, 1985).

The epistemic orientation of the interpretivist tradition aligns with my position about the nature of knowledge: I can only experience the social world through my perceptions of it, which can never be truly objective. I aim to bring my tacit assumptions and conceptions about teaching and learning a second language to a critical awareness through a systematic reflexive interpretation. In this way I strive to understand what shapes my personal and professional facets of identities (Barkhuizen, 2020), and how they influence my EAP pedagogy (Morgan, 2004).

In a similar way, Greenbank (2003) suggests that moral, competency, personal and social values influence one’s ontological and epistemological position and place a critical focus on the ethical and

moral dimensions of their study. His claims resonate with my position that being reflexive about my own values, and acknowledging their role throughout the research process, is an essential component of any research endeavour. I believe that being reflexive does not risk turning the research endeavour into a navel-gazing exercise and falling into the epistemic trap of solipsism (Pillow, 2003), ‘undermining the conditions necessary for emancipatory research’ (p.176).

My purpose is to demonstrate transparency in terms of how my positionality and assumptions have influenced this research study in all its stages, which constitutes the notion of reflexivity, according to Mauthner and Doucet (2003). Being transparent about the potential biases in my research design and interpretations of findings resonates strongly with the practice of considering the relational ethics in autoethnographic studies, as Lapadat (2017) suggests.

Creswell (2007) believes that axiological (role of values) and rhetorical (the language of research) assumptions are also a part of the research paradigm the study is conducted within. An interpretivist researcher recognises that research is value-laden and openly reflects how their values shape the research orientation and guide the creation of implications. Thus, the researcher uses the first person singular to create a narrative that can reveal many of the researcher’s fears, emotions, and vulnerabilities (Ellis, 2004). It also carries a heavy ethical burden because any research, including autoethnographic studies, is about implicating others (Sikes, 2004; 2015a). The researcher does not have any control over what has already been revealed nor do they know how their research may be (mis)interpreted and judged.

Conducting social research, particularly within the interpretivist tradition, requires the researcher to subject their philosophical assumptions, beliefs, and values to a continuous critical scrutiny to reflect how their background, philosophy and principles (Farrell, 2015) have a strong influence on their research orientation, selection of method/ology and approach to data interpretation.

I am also cognisant that my assumptions about social reality, teaching and learning in the EAP classroom should address the sociopolitical dimensions of my teaching and interaction with the learners (Haque, 2007). Such a positionality transcends the boundaries of the interpretivist paradigm and suggests an adherence to critical theories within the critical paradigm (Crotty, 2003). Before I explicate what aspects of some critical theories my study has drawn upon in subsection 3.2.3, the following subsection will shed light on the theoretical and conceptual frameworks that inform my inquiry.

3.2.2 Theoretical and conceptual frameworks of the study

The previous subsection on the paradigmatic nature of my study aimed to shed light on the philosophical underpinnings of this inquiry, and on the reasons why I believe it is situated within the interpretivist research tradition. I also acknowledged that I strive to foreground how my background, values and beliefs influence the process and drive the research orientation towards creating a highly personalised account of my teaching experiences to be able to delve into the complexities of the process and make sense of the social, cultural, and political dimensions (Ellis, 2004; Mezirow, 1981) of the EAP classroom, both shortly before and during the COVID-19 pandemic.

I have also made a point about critiquing the theoretical orientation of this study, and what theoretical framework it is situated within. To avoid a possible confusion with the paradigmatic nature of the study, I will draw upon the social constructivist theory (Vygotsky, 1987) to serve as the theoretical framework of the study. I will foreground the importance of social interaction in developing higher functions of my cognition and utilise written language as a mediation tool (Lantolf, 2000a) to externalise my thoughts, conceptions, and memories through reflective writing (Matsumoto, 2016).

Grounded in the philosophical ideas of phenomenology, hermeneutics, and symbolic interactionism (Denzin & Lincoln, 2005), qualitative inquiry is primarily concerned with exploring the *emic* perspective of the researcher (Yilmaz, 2013), and how it influences their perceptions of the social world. The literature is rich in qualitative studies in different subfields, such as second language and EAP pedagogy, which are based on relativist ontology and constructivist epistemology (Grix, 2004; Mack, 2010). As a result, there is now a consensus in the literature that ‘an enlightened, eclectic approach’ (Brown, 2007, p. 42) to second language teaching can effectively address the theory-practice gap and pave the way for a post-method philosophy of teaching (Kumaravadivelu, 2006). The advent of the communicative language teaching paradigm has thus been facilitated by the influence of sociocultural perspectives, particularly Vygotsky’s sociocultural theory of human mental processing (Lantolf, 2000a; 2000b; Golombek, 2017).

Therefore, my interest in adopting the sociocultural perspective to formulating the research questions, selection of autoethnography and writing as inquiry is commensurate with the orientation of second language acquisition, ESL and EAP pedagogy research to adopt constructivist approaches (Farrell, 2017; Lightbown & Spada, 1999; Zuengler & Miller, 2006). The interactionist position to language learning and teaching, Vygotsky’s theory being at the forefront, highlights the essential

role of interaction (Long, 1991) in cognitive development (Lantolf & Pavlenko, 1995; Vygotsky, 1987).

Similarly, Lightbown and Spada (1999) make an important observation that Vygotsky's theory rests conceptually on the process of interaction between a learner and another agent, a More Knowledgeable Other, or a differently knowledgeable other when interacting with technology, rather than giving precedence to the level of input the learner receives as other interactionist researchers believe (Donato, 1994; Long, 1991). The sociocultural theory highlights the critical role of symbolic systems as a mediational means, which triggers the learners' abilities and faculties to function more independently. Because language is the most common mediational tool, language socialisation researchers have pointed to the sociopolitical dimensions of discourse (Duff & Early, 1999; Zuengler & Cole, 2005) and potential negative effects on the learner.

The adoption of Vygotsky's theory, albeit not originally intended for second language learning and teaching and often criticised for taking a Euro-centric view of social interaction, is in synergy with my research interest to explore how my evolving identities influence my EAP pedagogy. Through my reflection on Farrell's framework (2015) and the data generated from the journal as my research tool, I can reach a theoretical understanding of 'how the transformation of [my] innate capacities... intertwine with socioculturally constructed mediational means' (Lantolf & Pavlenko, 1995, p. 109). The sudden shift to remote teaching, and the necessity of becoming comfortable with Web 2.0 technology, presented an opportunity to develop my teaching repertoire through socially meaningful artifacts and language as a mediational tool 'to gain control over...[my] own learning' (Lantolf, 2000b, p.80) and potential development as an EAP teacher.

Because Canadian ESL and EAP classrooms are becoming increasingly multicultural and plurilingual (Galante et al., 2019), EAP teachers are tasked with the challenge of creating learner-centred learning environments, in which the individual differences and sociocultural specifics of the context mediate both learner and teacher development (Eun & Lim, 2009). Mediation, as one of the central concepts of Vygotsky's theory, is presented in three categories, according to Kozulin (1990): mediation through material tools, or realia, mediation through symbolic systems, and mediation through another human. Particular symbolic systems, such as written or spoken language, facilitate the contextually mediated construction of meaning and subsequent internalisation of socially constructed speech (Shabani, Khatib & Ebadi, 2010). This theoretical foundation of knowledge construction and ontogenesis informs my approach to data generation and is congruent with the paradigmatic nature of this autoethnographic study.

Vygotsky's theory (1987) is pertinent to language teachers because research has now established that teaching a second language corresponds to continuous learning and expansion of the teachers' knowledge base (Borg, 2019), and it informs their *professional* development (Borg et al., 2020). The extant literature has also highlighted the important implications of this theory for second language teachers' pedagogy. For example, Eun and Lim (2009) suggest that the theoretical underpinnings of Vygotsky's theory can effectively inform meaning-based instruction with a focus on developing the learners' pragmatic competence, a concept inherent to the principles of heutagogy and active learning (Blaschke, 2012; Weimer, 2013). Eun and Lim (2009) also underscore Vygotsky's consideration of inclusive learning, which is another construct I will draw upon when interpreting my learning journal entries and making implications for the *professional* practice of teaching EAP in Canada.

Central to the sociocultural theory are the interrelated and foundational concepts of Vygotsky's thought: the More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD) as well as Wood et al.'s concept of scaffolding (1976) as an (self)-instructional and pedagogical concept that they use to explain the role of the MKO. To illustrate, the learning journal serves as my 'temporary other' (Matsumoto, 2016, p.522), so becoming conscious of the experiences and reflections I write in the journal entries also serve as the MKO. I approach the process of devising the research questions, conducting this research in practice and analysing the data as a way to scaffold my understanding and conceptualise pedagogical knowledge and teaching realisations as reflected in the journal entries.

My 'regularly and rigorously chronicled' (Little & Little, 2021, p.1) lived experiences in my EAP classroom, recorded in the journal, do not only become a form of inquiry, which accommodates my philosophical assumptions and recognises the influences of my values and principles (Ellis & Bochner, 2000). Such personal narratives also facilitate my cognitive engagement within my own ZPD and scaffold my cognitive engagement with the constructs I configured out of the detailed accounts I made during each of the eight weeks of both data generation periods. In this way, I can internalise the socially constructed and mediated externalised accounts of thoughts and memories so that I can engage in a critical and conscious reflective process.

I subscribe to Moon's (2006) conceptualisation of a teacher learning journal as 'a friend that is always there and always a comfort' (ibid, 2006, p.13) through writing. Such a journal then becomes 'a vehicle for reflection' (Moon, 2006, p.1)— an approach to taking a critical inward look through writing, which has a reflective build-in mechanism, as Farrell (2020) demonstrates. There is evidence in the extant literature, which supports the idea that the social constructivist view of

learning harmonises with learning from a journal (Ellis, 2004; Matsumoto, 2016; Moon, 2006). It is a form of mediated learning, through which I can ascribe new meaning to existent ideas and create new conceptual linking between constructs. In this respect, I agree that journal writing can be regarded as a form of building a personal theory (Moon, 2006).

The practice of teacher journal writing is intertwined with the process of dialogic and critical reflection (Farrell & Macapinlac, 2020), and bears the features of libertarian learning in Freire's (1970) understanding of this practice. However, evidence-based research also suggests that the act of writing a journal may not necessarily engage the writer in critical reflection (Ho & Richards, 1993). Developing critical reflexivity is a process that requires an increased awareness of the researcher's ontological, epistemological, and axiological position (Berger, 2015). Nevertheless, reflexive narrative accounts may shed light on concrete political and ideological ideas that percolate into the ecological system of the teacher (Edwards, 2020), which can reveal certain vulnerabilities and insecurities the teacher-researcher holds (Ellis, 1993; 2007). The process of writing can therefore facilitate critical reflection, which can lead to re-conceptualisation of existing concepts, philosophies and principles and higher levels of cognitive functioning.

According to Vygotsky (1978), the ZPD is the distance between the level of development the individual can achieve on their own, and the higher level they can reach through interaction with another person as a More Knowledgeable Other when solving a task. In the context of L2 teaching, the MKO can also be viewed as a differently knowledgeable other, particularly when utilising Web 2.0 tools to plan, devise and execute lesson plans and virtual classroom interaction patterns. This concept has received a wide acceptance in ESL and EAP classrooms because it informs the collaborative and interactional nature of learning and teaching the language. When this concept is adopted to engage learners, they will be able to complete the same task on their own once they have collaborated with a peer, and their ZPD has been raised (Campbell, 2008).

The ZPD is understood as a conceptual lens through I can analyse the internal course of development as a sociocultural process to conceptualise the distance between the *actual* and potential level of development through the support of and in collaboration with other agents or non-human elements as cultural tools.

In this study, I utilised my teacher learning journal (Moon, 2006) as a More Knowledgeable Other (Matsumoto, 2016), in which I externalised my reflections through Farrell's framework (2015) and scaffolded my own understanding of how my identity re-negotiation affected my teaching. In this way, the reflective accounts as journal entries helped me to enter my ZPD as a metaphorical space

to reach a potentially higher level of theoretical understanding and pedagogical awareness of my own EAP practice (Blanton, Westbrook & Carter, 2005).

I take Ho and Richards' (1993) note that although my study spanned eight weeks of reflective writing during the first data generation period, this may be a possible limitation of my research method and indicate the need to continue the practice after completing this research. For this reason, I applied for a new ethics approval form with the University of Sheffield in April 2021 and generated new data during the May-June 2021 EAP teaching session as a second tranche of the research project. This second set of data will be analysed and mapped against the themes created from the first data set to demonstrate how the perceptions of my identities have evolved within a year of online teaching. The second data generation period, May-June 2021, further allowed me to engage with and immerse myself in the new data, create codes, which were then conceptually collated into themes. These themes were then mapped against the themes I constructed from the first set, generated in March-April 2020. I continuously scaffolded my own understanding of the constructs I was researching and facilitated my teacher learning as I critically interacted with the data.

Even though I realise that learning is much more complex and nonlinear (Doll, 1993) than my conceptualisation of Vygotsky's ideas, his theory helps me to create meta-awareness of my teaching philosophy and self-perceived knowledge base as it intertwines with my constructivist orientation to knowledge (Dewey, 1933). I also believe it ties effectively with the approach Farrell (2015; 2019b) takes to engaging in critical reflection and justifies my adoption of writing as inquiry (Richardson, 2002) as ancillary to my research method.

Therefore, I have utilised Farrell's framework (2015) as part of my journal writing to help me to engage in critical reflection and stimulate a more critical and contextualised data analysis (Richardson, 2002). Such reflections will also serve as a reminder of the possible consequences of my written account on any person or institution, indirectly implicated by my research (Sikes, 2004). To the best of my knowledge, Farrell's framework (2015) has not been utilised as an additional research or analytical tool in autoethnographic studies to explore an EAP teachers' identity development. In this way, my study will not only contribute to the limited research, conducted with EAP teachers in the Canadian setting, but it will also be the first one to use this model to engage in a critical reflection to generate additional data, which informs the interpretation of one EAP teacher's learning journal entries.

In this way, I believe that I can create the required connectedness between the philosophical and more practical aspects of my research design. It is important for my study implications to consider the value of sharing a complex, detailed and personalised account of my personal and *professional*

experiences (Denzin, 2014). A careful consideration for the possible implications of this study should be given, explaining what contribution to the theory and *professional* practice of teaching EAP in the Canadian context and beyond my data analysis and interpretation will make.

Findings of interpretivist studies can resonate with other practitioners and offer a perspective to problematise a particular practice or approach as a form of action research (Burns, 2010). However, my position is that by simply understanding a particular social phenomenon or context, I am unable to make suggestions how to challenge or transform the way in which I have been teaching and interacting with EAP learners. I also believe that teaching is a political activity, so the power relations require a systematic reflection on the possible strategies and mechanisms to transform the learning and teaching experience of all agents involved (Canagarajah, 2012; 2013).

In the previous chapter under section 2.4, I critiqued the rich body of works in critical EAP pedagogy, which foregrounds the importance of situating the teacher and researcher reflexively in their ecological view of *professional* practice. In this way I can reflect on how certain sociopolitical issues at meso and macro levels impact on pedagogical realisations, lesson planning and approach to assessment (Basturkmen, 2019; Benesch, 2001; Haque, 2007).

In the following subsection I will critique the ontological and epistemological assumptions of the critical paradigm in relation to my study and suggest how the critical social constructivist approach to gaining and re-constructing knowledge (Crotty, 2003; Lantolf, 2000a&b) illuminates my choice of methodology, consideration of ethics and quality criteria used when generating the data and interpreting the results of this study.

3.2.3 The Critical Paradigm and its influence on this study

This study is my first systematic attempt to unpack whom I become as an EAP teacher based on the critical reflections that I engaged with through Farrell's framework (2015) as well as the data generated from my teacher learning journal (Moon, 2006). What I aim to understand and make sense of is how my re-negotiated identities have an impact on my pedagogy (Morgan, 2004) to make EAP teaching more transformative and impactful. This may translate into making the learning experience of EAP students more effective, inclusive, and meaningful. Such considerations constitute an element of the ethical dimensions of study, which I will address in section 3.4.1. My assumptions about the ways in which my evolving identities can shape teaching reflect the significant amount of research which has established the critical role of the teacher's background, teaching philosophy and pedagogical approaches in their students' success in the second language classroom (Canagarajah, 2012; Cirocki & Widodo, 2019; Daniel, 2020).

To start, I agree with Farrell (2019) that EAP teachers' complex beliefs about their teaching have a 'tremendous impact' (ibid, 2019, p.104) on their classroom practices. He also highlights that there is a scarcity of detailed research into the extent to which EAP teachers' beliefs are convergent or divergent with the realisation of their teaching— this conclusion was also reached in the previous chapter, based on my review of the published works.

Even fewer studies have been conducted in the Canadian EAP context to explore the perceptions of EAP teachers, and how they understand the impact of their teacher beliefs on the classroom teaching. As discussed in 2.4.2, the COVID-19 crisis has once again brought to light the systematic lack of evidence-based research into EAP teachers' identities, beliefs, and perceptions of their teaching practice. These are intricately intertwined with their learners' experiences and opportunities to make the EAP classroom more meaningful and inclusive, as research has demonstrated (Donnelly, 2015; Keefe & Shi, 2017; Tylor, 2020).

I believe that this study takes a cross-paradigm orientation and draws upon certain philosophical underpinnings and theories that constitute the notion of the critical paradigm (Crotty, 2003; Yilmaz, 2013). It is an umbrella term that represents different philosophical positions and ideologies, among which are postmodernist, neo-Marxism, queer, and feminist theories as well as critical theory and critical pedagogy (Mack, 2010). Transformative paradigm is another appellation used in research literature to refer to a body of research that aims to address issues of social justice and emancipation of marginalised peoples (Creswell, 2007), emphasising the political nature of research and the embedded action agenda to bring about change and reform.

Critical researchers such as Canagarajah (2013), Norton (2000) and Pennycook (2001) have addressed the possible marginalisation of some second language learners and teachers, due to their inability to fully participate in the learning and academic community. Such might be the case of EAP teachers in Canada, whose lack of status and clarity of mundane (MacDonald, 2016), require further and more systematic research. Considering my discussion around the sociocultural perspectives to LTI, which is now a dominant paradigm in this field, most researchers agree that teachers' identities are shaped and coloured by their use of language (Barkhuizen, 2016; De Costa, 2015; Norton, 2008). This, in turn, may affect their pedagogical approaches and determine their agentic power in their relationship with the learners (Morgan, 2004; 2015).

For the reasons I have already discussed in subsection 3.2.1, it is important to critique the ontological position of critical researchers, which is historical realism (Guba & Lincoln, 1994), because social reality is historically constructed through media, institutions, and society. Human construction of knowledge needs reconstruction due to the variety of sociocultural, political, ethnic

and gender factors at play (Crotty, 2003; Hawkins & Norton, 2009). The epistemological assumptions of the critical paradigm are not only subjectivist but also transactional (Grix, 2004; Mack 2010; Troudi, 2010) as knowledge is the product and expression of power relations.

What resonates with my position about knowledge aligns with the critical research tradition's episteme that the interaction between the researcher and participants is interactive and expressive of the underlying issues of trust. Reflecting on my philosophical assumptions helps to establish congruence in relation to my methodology, methods, and the implications of the data analysis. This critical stance on research methodology and data interpretation foregrounds the importance of relational ethics (Lapadat, 2017) and other ethical and moral dimensions of this autoethnographic study (Tullis, 2013; Starr, 2010).

The field of EAP teaching has witnessed the increased influence of critical theories (Mezirow, 1981; Pennycook, 2001; Rao, 2018). Critical applied linguistics and critical pedagogy (Canagarajah, 2012, 2013; Pennycook 2001) have served as major frameworks that offer important implications for the linguistically and culturally diverse classrooms. The purpose of L2 teaching and learning is then placed not only on helping students become more autonomous, self-directed, and active learners (Basturkmen, 2019; Benesch, 2001), but also on raising their critical awareness and ability to challenge all aspects of the discourse and context, inherent to the principles of heutagogy (Blaschke, 2012). In this respect, Vygotsky's sociocultural theory has had a major influence on current second and foreign language pedagogies (Slavkov, 2015), informing many of the approaches that educators apply to create dialogic and discursive spaces for social interaction and collaboration.

In addition, Hyatt (2015) suggests EAP instruction should not only serve as an enculturation process but also as an induction into the academic discourse community of the higher education institution. EAP learners should develop their skills, competencies and dispositions in their linguistic and academic repertoire, a position also shared by other researchers in the EAP field such as Ding (2015, 2016) in the British and international settings and Keefe (2016) in the Canadian context. This dialogic position to college instruction brings to light another fundamental issue about the place of EAP programs and EAP *professionals* in the wider academic community in education contexts with performative agendas (Smithwick, 2014).

In the vein of making L2 learning a transformative process, Crotty (2003) reminds us that 'critical inquiry remains a form of praxis' (p.159), a search for emancipatory knowledge that calls for personal and social transformation. In other words, teaching EAP is not only about upskilling students (Hyatt, 2015) but also helping them become more self-directed learners, equipped with the

ability to function effectively in a super-diverse higher education context (Tweedie & Kim, 2015; Weimer, 2013).

To achieve this aim, I maintain that EAP teachers should engage in continuous and critical re-appraisal of their own beliefs, theories, and predispositions, especially in light of pivoting teaching to a fully online mode of delivery (Wong, 2020). However, I remain cognisant of my study focus and limitations, which only allow me to explore my own perceptions from the lens of the re-constructed and re-negotiated facets of my identities.

One of the key theorists within the critical tradition is Paulo Freire whose concept of conscientisation (1972), the process of developing critical awareness of the self and social relations, forms the basis of our understanding of education as a potentially oppressive practice and demonstration of power relations. Freire's (1972) ideas and critique of the practice of banking education and perceiving learners as empty vessels that the teacher fills with knowledge, drive a change in re-imagining the role of both L2 teachers and ESL students. His ideas create a space to critique the teacher's position in the classroom in relation to power and engage in a revisit of the pedagogical practices at place (Wallace, 1998). His concepts and ideas are useful for my critique of how I perceive my embodied, reflexive, and projected facets of my identities (Benson et al., 2013; Barkhuizen, 2021) in relation to the self-perceived recognised, imposed, and imagined facets of my identities (ibid) in the culturally embedded discursive and political space the online classroom occupies in my narratives.

However, I do not see my learners as marginalised in the context of Freire's ideas (1970; 1972), but I aim to subject my beliefs and principles of teaching EAP to a critical scrutiny to examine possible power imbalances, particularly in relation to my role as an EAP teacher teaching online, as the interpretation of my data will demonstrate in Chapter 4.

In Freire's terms, the change in the epistemic position to consider the power imbalances in the classroom approaches teaching as a liberatory and emancipatory practice *with* the learner. It also places the focus on the interactive elements of teaching and decentres the pedagogy to make the teacher a teacher-student and the student a student-teacher (Freire, 1970). The hurried shift to online teaching and the insufficient time given for L2 teachers to adapt the content, assessment and their own teaching necessitates a current reading of Freire's concepts.

In many of my journal entries, I explicate the reasons why I suddenly went back to a more teacher-centric classroom and started to give less agency to my learners compared to pre-COVID-19 times. In many virtual classroom situations, the students acted as my *teachers* as I was experimenting with different software during the synchronous sessions (Davies et al., 2020). I was focused on finding a

tool that I understood well; I started designing the live lessons the way *I* would be able to teach, diminishing their role in our class as co-producers of knowledge (Daniel, 2020). The role of the teacher thus became a primary theme in researching EAP instruction in an online environment, as other researchers in the field have highlighted (Godwin-Jones, 2020; la Velle et al., 2020).

Freire's ideas about whose interests and voice take precedence when designing online lessons and making instructional design decisions, have informed the adaptation of my approach to digital pedagogy since pivoting in-person teaching to online instruction (Mavridi, 2021). I will reflect in some further detail on the process of shifting our EAP class to online instruction within a week in March 2020 with very little knowledge of and experience with synchronous instruction in subsection 3.3.1 below. Given the urgency, complexity and unpredictability of the experience, Freire's (1972) position on praxis as a form of reflection facilitates my thinking about reality as a process of transformation and *becoming*, which might have happened at the expense of my learners' hurried switch to online study in an unprecedented social situation (Wong, 2020).

The virtualisation of teaching at higher education contexts (la Velle et al., 2020) that occurred because of the sudden and drastic change to most social activities due to COVID-19, has necessitated and updated thinking about pedagogy, assessment, curriculum design as well as equity and accessibility (Todd, 2020). My initial research agenda and action plan required an immediate and significant modification dictated by the unprecedented circumstances we were in, beginning on 16 March 2020.

I felt 'hijacked by the project' (Sikes, 2015a, p.45), and started focusing on how much of a fertile ground for critical reflection (Romano, 2006) and call for action the new situation had provided. I believed that using a learning journal to reflect on the way I perceived myself as well as my position in our class, especially after I started teaching online, was still useful and appropriate for the change in methodology and theoretical framework of my study. However, I had to review new constructs and consider new publications on the effect of the COVID-19 crisis on teaching and learning ESL and EAP both internationally and in the Canadian setting.

Therefore, I believe that my study takes a cross-paradigm orientation and seeks not only to understand how my teacher identity, pedagogy and classroom experience have evolved in the face of COVID-19. I also need to consider new avenues for improvement, change and transformation in my own teaching (Rapanta et al., 2020; Yazan & Lindahl, 2020), and potentially for the learning of my students. I agree with Farrell (2020) that writing has a built-in reflective mechanism which helps me to engage in a critical and dialogical reflection to understand what informs my teaching

philosophy, what theories I draw upon and how I utilise reflective practice to drive change in my teaching.

The other essential component of every research paradigm, along with ontology and epistemology, is methodology, or ‘the strategy, plan for action, process or design’ (Crotty, 2003, p.3), which determines the selection of appropriate tools to generate data. The choice of methodology is closely related to other philosophical questions about the nature of being and nature of knowledge the researcher needs to answer to justify the use of their preferred methodology (Grix, 2004; Guba & Lincoln, 1994). Because the title of this chapter is methodology, I have decided to name the section below ‘methods’, in which I will elaborate on my choice of autoethnography and writing as inquiry as well as my approach to data generation and analysis.

3.3 Research methods

In this section, I will first present a synthesised descriptive and analytical account of the development and evolution of my research topic as well as the research context in subsection 3.3.1. I will then present data generation period 1 and period 2 in subsection 3.3.2 and provide a justification for my choice of research method/ology in subsection 3.3.3. This part will end with a warrant for the reasons why I have utilised TA as the data analysis method in subsection 3.3.4.

3.3.1 Evolution of research topic, and presentation of research context

This research journey started more than 7 years ago when I was a doctoral student at one British university. At that time, I was employed as a full-time English lecturer at a private college in a Gulf country, so I attended an intensive summer school on campus in 2012. This was my first encounter with concepts, notions, debates, and topics of interest, attempting to delineate the permeable boundaries of the very broad research area of TESOL and second language education.

I was too immersed in the technicalities of my teaching context at the time to be able to understand and make sense of the reasons why I was doing the degree, and what possible impact it would have on my personal and *professional* identity and development as an ESL teacher. I could not think of any other impact beyond the microcosm of my classroom whilst actively exploring possible research topics, methodologies, and different research tools. I decided to withdraw from the programme because the Ministry of Higher Education of that Gulf country would not accredit the degree. Nevertheless, I had already developed interest in researching my own *professional* context with a focus on my own experience and perceptions as a second language teacher.

Five years later, I once again became a doctoral student at the University of Sheffield and was placed in a different context, both personally and academically. During the taught element of the programme, I was actively exploring research topics and was trying to understand the magnitude of such a demanding, laborious, and impactful task. In year 2 of my doctoral studies, I attended a workshop with Professor Pat Sikes, who masterfully weaved her personal experience, insight, and wisdom into her research, and even more eloquently spoke about how who she was, and had been, informed her researcher identity.

Pat's story and her evolution of interest in adopting autoethnographic approaches resonated deeply with me. I thought there were many aspects of my personal and *professional* self that required a deeper understanding and exploration. I felt that I *found* my methodology, and *all* I had to do was to build a research study around it. I fell into the epistemic trap of some novice autoethnographic researchers who may think that writing about the self was a smooth path, free from the research obstacles I knew my fellow doctoral students would have to face and resolve. I considered interviewing other teachers or my students, a form of collaborative autoethnography (Roy & Uekusa, 2020), as I thought I could not build a whole research inquiry around myself and my perceptions. However, I considered the need to understand where I was coming from, critically and systematically, before I explored what other people believed of a particular social phenomenon or process.

When the researcher utilises research tools such as interviews, observations, qualitative questionnaires, or any other method employed to probe into people's perceptions, lived experiences or beliefs, they will interpret the *findings* from their own perspective and positionality. If the researcher has not subjected their own philosophical assumptions to a systematic and critical scrutiny, they may not be able to interpret other people's ideas in relation to their sociopolitical and ideological context. I explored Nash and Bradley's (2011) scholarly personal narrative as a possible research methodology, but eventually decided that autoethnography would serve my research purpose more effectively and meaningfully as I felt particularly attracted to the writing style and works of Carolyn Ellis (e.g., 2004).

This research journey has raised my awareness of the need to consider the impact of my research and commitment to 'make things better' (Sikes, 2015a, p. 46) from my current position as an EAP teacher, who works with many different students each session within the academic year. Now I understand Sikes's words (2015a) that there are research projects that 'seem[ed] to choose *me*' (p.46, emphasis added) in relation to my work context and personal history. This study has challenged my assumptions about the nature of the social world, what *good* knowledge is, and how I position myself

in the virtual classroom, which has made me question a myriad pedagogical assumptions and teaching practices I had adopted prior to COVID-19. Ellis's works (2004; 2013; 2017) resonated with my ingrained interest at the time to research the role of positive emotions in my teaching, which is evident from the first ethics approval form, as shown in Appendix A.

I subscribe to Attia and Edge's (2017) development approach as a type of *becoming* reflexive of my researcher's standpoint, and how this position evolves as me-as-researcher becomes more open and accepting of my own 'emphatic ability to relate to social and psychological realities' (ibid, 2017, p. 34) of other agents in relation to my own. As I engaged with the literature on teacher emotions, theories of emotions and the exponential growth in research studies on ESL student and teacher emotions (e.g., Gkonou & Mercer, 2017; MacIntyre, Gregersen & Mercer, 2016) and even published one of my doctoral study assignments around positive emotions and their role in second language acquisition (Kushkiev, 2019), I knew my thesis would explore some aspect of my perceptions of positive emotions and classroom teaching. However, the sudden and dramatic onset of the COVID-19 pandemic disrupted my journal writing, which for the first two weeks of the first research period (3 March- 24 April 2020), between 3 March and 13 March 2020, was informed by my interest to study emotions as explained in the first ethics approval form (Appendix A), granted on 20 December 2019.

Because I was struggling to transfer all the content, assessment and teaching to a fully on-line environment, my journal entries became less focused and more organic in their structure and the way I expressed my reflections of every aspect of the unexpected circumstances that we all had to navigate. I felt the urgent need to update my prompts so that they could reflect my continuously reconstructed reality. Although I still used adapted prompts after Ho and Richards (1993), which I will present in the following subsection, this sudden shift in *being* in the social world foregrounded an obvious tension between my research focus and my underlying philosophical assumptions.

I needed to take an introspective look into whom I was *being*, and how my *becoming* impacted on my teaching (Bean, 2011; Benesch, 2001; Farrell, 2017). I had to ensure the paradigmatic nature of my study aligned with my tacitly held assumptions about the nature of the social world, constructing (self-)knowledge and engaging in research with the potential to transform my practice and beyond. Credit is due to my primary supervisor, Dr. Sabine Little, for helping me to channel my ideas, thoughts, and beliefs until they crystallised into the current form of my research questions to reflect the specifics of my research setting.

The context of this study is a public college in Ontario, Canada, which is well-known and popular with many domestic and international students. Each EAP session lasts eight weeks and has a main

class, four days a week, four contact hours a day (down to 3 hours for synchronous teaching) in addition to completing homework and Blackboard tasks. The students also take an elective class once a week, which is four hours (also down to 3 hours for synchronous instruction) and focuses on specific language or study skills.

The first data generation period was completed with a *main* class with a group of learners at an upper-intermediate to advanced level of their language proficiency during the March-April 2020 session. The second tranche of data was generated a year after the pivot to emergency remote delivery during the May-June session 2021 with an *elective* class, which comprised a group of learners from a lower level in their EAP programme—pre-intermediate to intermediate. I do not use the exact level codes or provide any other details about the programme name to avoid the risk of course levels being recognised.

The learners are diverse domestic and international students who have spent various amounts of time in Canada and are of very different professional and academic backgrounds. I do not mention any specific countries to respect my commitment to protect the identity of the students as stated in the ethics approval forms, but the learners come from countries with disparate educational systems, sociopolitical and ideological contexts. Such a diversity reflects the trends before COVID-19 to increasingly internationalise Canadian EAP programmes (Galante et al., 2019), which experienced a significant decline in international students' intake in 2020 with a 17 % decrease compared to 2019 (Statistics Canada, 2020). My research context is also reflective of previous studies' results that EAP programmes are characterised by teacher diversity, as is the case in Ontario (Corcoran & Williams, 2021; Siefker et al., 2020).

As this brief narrative account of my research journey showed in the previous paragraphs, I have settled around the idea to critique my subjectivity (Sikes, 2004), values (Greenbank, 2003), vulnerabilities (Ellis, 2007; 2013), emotions and fears (Bochner & Ellis, 2021), lived experiences and conceptions of teaching (Barkhuizen, 2021; Farrell, 2017) in an autoethnographic account. My review of the literature in Chapter 2 provided a warrant for such a methodological orientation and further encouraged me to contribute to the growing amount of narrative inquiry to explore the conflicting, as my data analysis will demonstrate, facets of my identity.

3.3.2 Data generation periods 1 and 2, use of reflective journal prompts and role of Farrell's framework (2015)

This subsection provides further details about the two tranches of data generation process, how often I generated reflections, and how many words I wrote in total. I will also provide details about

my decision to adapt teacher journal prompts after Ho and Richards (1993), and how I utilised Farrell's framework (2015) to contextualise the data from both sets and my approach to data analysis.

Before the onset of the global pandemic, my initial study focus was placed on researching the potential role of certain discrete positive emotions (Fredrickson, 2003) on my self-perceived ability to explore new pedagogical avenues and expand my thought-action repertoire (ibid, 2003). Due to the pandemic and sudden shift to online teaching, I eventually changed my research focus to explore how my perceptions of who I am affect how I teach (Donato, 2017; Farrell, 2017). This change is paradoxically serendipitous (Thomson, 2020), yet intentional.

However, I was struggling to reconcile my openly constructivist, and perhaps to an extent contextualist, epistemological assumptions with the implied cause-effect relationship I was trying to establish in a highly personalised and subjectivist autoethnographic account. I followed Richardson and St. Pierre (2005) and approached writing in my teacher journal as a method to (re)construct knowledge and engage in self-analysis, which highlighted the possible tension between my openly interpretivist position and tacitly positivist aim to establish some sort of causality.

The research questions that I initially formulated served as a starting point of data generation period 1 and were soon modified to their current form after two weeks of creating reflective journal entries until 13 March 2020 when in-person teaching was disrupted by the 'sudden and dramatic' (la Velle et al., 2020, p. 2) onset of COVID-19. With the help of my supervisors, who served as my MKOs (Lantolf, 2000a), and through writing reflections, I was *becoming* aware of the need to understand how my personal and *professional* background was shaping my response to the evolving situation and the sudden shift to emergency remote teaching (Wall, 2020; Wong, 2020).

The use of self-directed reflective journals (Matsumoto, 2016), dialogue and response journals (Lee, 2007), or teaching journals (Ho, 2009) has gained prominence in L2 reflective practice studies. Congruent with the literature, Ho and Richard's (1993) observation that journal writing represents a significant amount of research on reflective teaching is apt. Richardson (2002) also conceptualises writing in a teacher journal as inquiry which can promote reflective thinking. Teacher journal writing creates a discursive space whereby the teacher can engage in a critical self-audit, externalise vulnerabilities and emotional responses (Ellis, 2004), and enter a dialogic relationship with their reconstruction of the sociopolitical specificities of the context.

Commensurate with the literature on using teacher journals to encourage reflective thinking, I adapted Ho and Richards's (1993) well established and versatile model for reflective writing for

ESL teachers to the following prompts I used during the first two weeks of journaling— 03 March 2020-13 March 2020:

1. Briefly describe the lesson aims, stages, materials used, and how *effective* they were, as well as interaction patterns, classroom layout and grouping arrangements.
2. Select one aspect of the lesson that I can describe as *effective*, and another one as *ineffective*, and explain why.
3. How learner-centred was the class today? Did I employ any active learning strategies? How did I make sure I created a more inclusive learning space?
4. How was my philosophy of teaching reflected in today’s lesson? Did I discover anything new about my teaching? What changes will I make, if any, for tomorrow’s class? Justify.

Although I had formulated these four prompts after Ho and Richards (1993) to serve as a frame for my entries and stimulate my reflective thinking, my journal reflections became less structured and more organic after shifting to remote delivery on 16 March 2020. I was struggling to transfer all the content and assessment to a fully virtualised environment (la Valle et al., 2020): a territory uncharted and alien to both my learners and me. I was too immersed into the technicalities of the new reality of virtual instruction, so I wrote my reflections after 16 March until the end of research period 1 in a very organic and unstructured narrative. Nevertheless, the prompts were useful in guiding my thinking about some important aspects of my practice such as lesson stages, interaction patterns and problematic constructs such as *effective* teaching.

As Table 1 shows below, the first period produced longer and lengthier reflections. There were two days in March 2020 after which I did not write any reflections because I was trying not to be repetitive. During the week of 16 March and 21 March 2020, which was two days after the sudden pivot to online teaching, I was actively trying to shift my class content, and adapt my teaching and assessment to a fully virtualised environment. For this reason, I was not able to produce any reflections as I felt overwhelmed with learning, level meetings, and continuous work on this sudden pivot to emergency remote delivery.

Table 1 Data Generation Periods

Data Generation Dates	Frequency and number of Reflections	Word count
Data Generation Period 1 3 March- 24 April 2020 Narrative data	<ul style="list-style-type: none"> • One reflection after each class; four days a week Tuesday to Friday 	<ul style="list-style-type: none"> • Total word count with the prompts- 10,120 words • Longest one- 945 words on 6 March

	<ul style="list-style-type: none"> • No reflections on 5 March and 11 March • No reflections between 16 and 21 March during the pivot • 27 reflections in total 	<ul style="list-style-type: none"> • Shortest one- 234 words on 1 April
Data Generation Period 2 17 May- 21 June 2021 Narrative data with one matrix diagram	<ul style="list-style-type: none"> • One reflection after each class; once a week on Monday • No reflection on 24 May, Statutory Holiday • 5 reflections in total 	<ul style="list-style-type: none"> • Total word count with the prompts- 3874 • Longest one- 983 words on 17 May • Shortest one- 442 words on 7 June

This unplanned and unprecedented transfer of all in-person pedagogical and institutional activities to the virtual environment posed unique challenges but also created new opportunities and avenues for pedagogical innovation (Moorhouse & Kohnke, 2021) — a fertile ground to explore many aspects of how one college teacher coped and grappled with the changes while navigating and reconstructing their newly imposed Coidentity (Nazari & Seyri, 2021). The whole year of virtualised instruction made me realise the need to conduct further research that explored my experience transitioning to online instruction after engaging with the exponentially growing body of works, which has so far investigated various aspects of this COVID-19 instigated disruption of in-person second language teaching.

While acquainting myself with the reflections I wrote, I was also engaging with the limited research into the perceptions of EAP teachers, and how they navigated their identity shift to *becoming* online teachers. My own experience of this abrupt transition to virtual instruction is in concert with Nazari and Seyri’s study findings (2021), which highlighted greater responsibility but limited agency as well as an imposed conceptual change to become comfortable with technology for both synchronous and asynchronous delivery. I also agree that a possibly transformative impact of the experience is my enhanced ability to reflect more systematically and critically than I used to prior to COVID-19.

Nazari and Seyri’s research (2021) reflects other similar study results, which presented teachers as having limited instructional freedom and lower agency. I understood the need for more nuanced research into language teachers’ experiences and views of the forced pivot to online teaching, reflecting the contextual and sociocultural specifics of their unique contexts. In my teaching context, we were given a whole week— 16 March 2020- 20 March 2020, to make decisions how to proceed with our classes, and were offered an intensive training on using various Web 2.0 technological tools in the morning, followed by level meetings with fellow teachers, which filled our afternoons and evenings before we informed our students how we would proceed with the course.

I became an active participant in a newly formed micro community of EAP teachers who taught the same level (Lave & Wenger, 1991). My renegotiated and somewhat conflicted identity was directly shaped by the imposed learning we all had to engage in urgently, so I started to identify as a member of this micro community, and my active role was reflexively shaped by how much I learned and conceptualised how to apply this new knowledge in my EAP class. I could feel the increased responsibility to ensure my students could complete the level and their EAP programme successfully despite my technological-pedagogical insecurities and conflicting facets of the new identity that I had to assume and negotiate as an online EAP teacher.

The abrupt disruption of in-person teaching has thus been instrumental in understanding human nature as one of *becoming*— in Freire’s terms (1972): unfinished and uncompleted social agents in an unfinished social reality. I connect the act of *becoming* to being and acting reflexively. Freire (1993) bases his critical pedagogy on creating a dialogic relationship between the teacher and students, which disrupts the notion of teacher as empowered, and one that makes all the decisions *for* their learners. Extending his ideas of libertarian learning, I conceptualise reflexivity as my ability to engage in a critical dialogue with the self, my writing and approach to teaching and conducting this study. I had to adjust my learning journal prompts several times to reflect my intention to be introspective, critical, transparent, and ethical in my accounts.

The unprecedented and active interaction with the materiality of the Web 2.0 technology and LMS made me contest and resist (Barkhuizen, 2017) my subjective conceptualisation of who I was *being*— during the pandemic, and perhaps over the time to come, as I was navigating the discursive space at both micro and meso levels (Edwards, 2020), which was unknown, uncharted but essential for my newly formed Coidentity (Nazari & Seyri, 2021). I was too immersed into the self-imposed reality of struggling to maintain normalcy in instruction and interaction with my learners while my teacher knowledge base, perceptions and philosophy were being challenged on a level that necessitated a ‘power-coercive unplanned innovation’ (Todd, 2020, p.4).

Between generating data tranches 1 and 2 there is a year difference, during which I spent time reading and re-reading my reflections, trying to make sense of how my perceptions of self dictated my actions during the pivot and informed my budding online EAP pedagogy. I engaged with Farrell’s framework (2015), which helped me to gain a deeper understanding of how to shift from descriptive reflection, with a focus on teacher skills, to consider a conceptual and critical study of approaching my EAP teaching from a different perspective. My journal entries from tranche 1 constituted both a descriptive reflection of what I did in the classroom and a self-analysis of the

concepts and theories that underpinned my EAP pedagogy. I also had to make sense of the influence of larger discourses at meso and macro level on my teaching realisations.

I was actively reading around analysing narrative data and was trying to decide on a method, which was well-established and would be in concert with the theoretical positioning and methodological decisions I had already made. I decided to utilise the Thematic Analysis method (Braun & Clarke, 2006; 2013) with its ‘considerable theoretical and design flexibility’ (ibid, 2021, p. 1). While I was learning about this data analysis method, I was also familiarising myself with the first set of data to develop my analytic sensibility (Braun & Clarke, 2013) as I engaged in complete coding of all data (ibid, 2013) but was unable to penetrate beyond the semantic content of my reflections. I knew I needed to continue researching my online teaching practice, and in consultation with my supervisors, I submitted a second ethics application with the University of Sheffield, which was granted on 13 May 2021 (Appendix B).

Table 1 above also showed the difference in frequency and number of reflections that I was able to generate during period 2. The class was only taught once a week and was after a year of experience teaching EAP online with a class from a different level of the programme. Like period 1, most of the data is a narrative, except for a matrix diagram, in which I demonstrated my understanding of how Kolb’s Experiential Learning Cycle model (1984) should be adapted to online teaching. I will elaborate how this diagram supports my data analysis as shown by Figure 4 in section 4.4 in the following chapter.

The decision to generate a second set of data has helped me to address my research questions more meaningfully. It is also well grounded in the conceptual framework of this inquiry and further prompts my developing conscientisation (Crotty, 2003; Freire, 1972) to ‘observe...[myself] observing’ (Ellis, 2013, p.10) and interrogate many of my tacitly held assumptions about teaching and my own development as a *professional*.

I suggest that the adoption of a teacher learning journal (Moon, 2006) sits well with the social constructivist orientation of my study. I also believe that it is congruent with the autoethnographic methodological approach I take. The journal entries I made after each class during the data generation periods are complemented by my reflection on each of the levels on Farrell’s framework (2015), informed by Richardson’s (2002) notion of writing as inquiry. In doing so, I aim to contribute to the ongoing debate in the literature on EAP teacher identity development through reflective practice. In particular, this study will contribute to the increasing amount of research on how EAP teachers navigated their identities during the hurried shift to online teaching, instigated by the COVID-19 pandemic.

My *critical* reflections on each of the levels on Farrell's framework (2015) for reflecting on practice for TESOL professionals— philosophy, principles, theory, practice and beyond practice, have been utilised as part of my approach to the thematic analysis (TA) of both sets of data, whose use will be justified in the following section. Before I started generating new data, I had written different reflections based on each level on Farrell's framework (2015) (Appendix E), which facilitated my understanding of what ideas, concepts, and aspects of my reflective entries in the journal required analysis as they crystallised into initial codes and themes. This kind of reflective writing helped me to reach into less accessible aspects of my teaching principles and philosophy to consider the influences of social and political specificities and values that inform language teaching in the public college system in Ontario.

In this way, my reflection on each of the levels of this framework will help my interpretation of the data from the learning journal by providing contextual clues and establishing conceptual linking to theories and constructs I have located in the literature. It serves as a story, which is both theoretical and analytical (Ellis, 2004), through which I can frame my analysis of the constructs and themes I will identify. This, in turn, will bring to light my contribution to the body of knowledge by raising questions, establishing new conceptual links, and generating new ideas (Denzin & Lincoln, 2005; Ellis, 2004) for the theory and *professional* practice of teaching EAP in Canada and beyond. In so doing, I can effectively address my research questions, which aim at exploring my language teacher identity as EAP pedagogy through the lens of reflective practice in the face of the COVID-19 crisis.

Because I had already familiarised myself with the first tranche of data before I wrote my reflections through Farrell's framework (2015), I selected the Thematic Analysis method and decided to approach the analysis of both sets of data from a deductive and constructionist perspective (Braun & Clarke, 2006; 2013). I had pre-existing concepts and notions that would eventually guide my analysis, derived from my research questions and my engagement with the literature. At the same time, I aimed to engage in the latent way of doing reflexive TA, so I needed my reflections, based on his framework, to understand what assumptions and concepts underpinned my decision to construct the themes I will present in the ensuing chapter. I will further explicate my decision to adopt TA after Braun and Clarke (2013; 2021) in subsection 3.3.4 below.

Another critical decision that I had to make pertained to the prompts I used during the second data generation period between 17 May 2021 and 21 June 2021. Since the data were generated after teaching a fully virtualised class, but only once a week compared to four times a week as was the

case with data set 1, my prompts were still based on Ho and Richard's (1993) model but were intentionally made broader in scope:

1. Describe the lesson aims, materials, resources and technological tools utilised in today's class. Did you cover all lesson aims? Did you have to teach on your feet today? Explain.
2. What interaction patterns did you employ in today's class? How engaged were the students, in your view? What active learning and inclusive strategies did you utilise? Provide some examples.
3. What/how would you do or teach differently in the next class? Explain why.

We missed two classes on 24 May 2021, which was Victoria Day, and on 14 June 2021 due to an outage of all college systems, which lasted for nearly a week. These disruptions to the regular teaching schedule necessitated planned but also interactive reflection and post-active reflection (Anderson, 2020), which are similar concepts to Dewey's reflection on action (1933), and Schön's reflection-in-action (1987). I subscribe to Anderson's (2020) position that many other 'formative reflective processes' (ibid, p.5) occur while teaching (practical reflection), when *teaching on our feet* (adaptive reflection) and post teaching (reflexivity), which is reflected in my journal entries.

In comparison with data generation period 1, this time I was more focused on the purpose behind keeping a learning journal as a research tool and becoming more critical of my perception of my embodied, reflexive, and projected facets of my identity (Barkhuizen, 2020). Writing in my teacher journal prompted my reflection on many aspects of my teaching practice, in particular the influence of the larger sociopolitical forces at the macro level (Ding & Bruce, 2017), considering the disrupted model of continuous income for the college, generated by the previously steady flow of international students prior to COVID-19. While the first data set was primarily focused on the technicalities of my teaching context, and how to complete the session despite the sudden shift to online teaching, reflecting on the bigger picture and even more precarious employment situation presented an opportunity to conceptualise who I aspire to be as an EAP teacher.

I began to conceptualise my imagined identity (Barkhuizen, 2020; Benson et al., 2013) thus to be shaped by factors that go beyond the virtual classroom and technical aspects of my context. The extant literature on the issues surrounding EAP *professionals* in BANA countries (Ding & Bruce, 2017), although fragmented, reflects my experience and views of the largely marginalised role EAP teachers are ascribed in academia against the backdrop of the precarious nature of EAP employment policies (Corcoran & Williams, 2021) in Ontario. Taboo areas of EAP (Ding, 2021) such as precarity and micropolitics of the EAP centres when assigning teaching contracts, based on student enrolment,

constitute an essential element of who I imagine to *become* in the Canadian EAP classroom during and post-COVID-19.

Despite the differences between data generation periods 1 and 2 in terms of teaching hours per week, course levels and specifics of the content, assessment and syllabi, both data sets have been instrumental in: a) my ability to be introspective and reflexive; b) foregrounding the role of subjectivity and philosophical assumptions in data generation and analysis; and c) providing a rich description of highly personalised and contextualised perceptions of two EAP classes both before and during COVID-19. As well, both data sets utilised a learning journal (Moon, 2006) which addressed my research questions effectively and were informed by my sociocultural position to knowledge construction, approached through the prism of my evolving identity.

The following subsection will discuss my methodological decision to use autoethnography as a research tool, after which I will justify the adoption of Braun and Clarke's (2006; 2013) reflexive thematic analysis in subsection 3.3.4 to contextualise the presentation of the codes and themes in Chapter 4.

3.3.3 Adopting autoethnography and writing as inquiry to address the research questions

Although I do not explicitly label my study as a form of narrative inquiry, I am essentially creating a story of my experience as an EAP teacher in the time of a global pandemic, not just to make it meaningful (Kramp, 2004), but also to prompt my reflections and re-conceptualise my own teacher learning through the prism of my evolving identities. Through the process of writing and re-writing, I actively engaged with my reflections and configured a story *in* the data but also a story *from* the narrativised account of my journal entries and reflection through Farrell's framework (2015). I agree with Barkhuizen (2021) that making meaning, constructing new knowledge, and learning from experience is a form of *narrative knowledging*, which intertwines with my approach to data generation and analysis in Chapter 4. I borrow from writing as inquiry (Richardson, 2002; Richardson & St. Pierre, 2005) as a complementary method to construct and analyse the journal entries and prompt my reflection on Farrell's framework (2015) to make sense of my creation of themes.

I describe my approach to examining my philosophical assumptions, formulating research questions, generating data, and making sense of my social, cultural and political milieu as autoethnography. I follow Ellis (2013) who considers it 'a way of being in the world' (p.10) and foregrounds the role of reflexivity to penetrate 'as many layers of our own defences, fears, and insecurities as our project requires' (ibid, 2013, p.10). Autoethnography transcends the boundaries

of this research study and may leave a lasting mark on my personal and academic life after the formal completion of this inquiry. It helps me to embrace my subjectivities and vulnerabilities and the possibility that these are not just a uniquely personal experience but are also reflected in my *professional* self and can colour the experiences of others.

Ellis (2004; 2007; 2013) has championed the evocative form of autoethnography and thus trailblazed a new avenue to foreground the emotional aspects of revealing a story as a process of discovery and making meaning of one's life— a new form of empathic evocative writing, which invites the reader to enter the story and evoke them to 'feel and think about... their life in relation to yours' (Ellis, 2004, p. 116). Although Ellis's work has influenced my conceptual thinking about self-reflective writing, this research study has not specifically drawn upon the evocative form of autoethnography. Rather, I will shuttle along the continuum of autoethnographic approaches to address my research questions more adequately.

Even though I am openly sympathetic to the 'postmodern sensibilities' (Anderson, 2006, p.373) of evocative autoethnography, my aim for a critical self-reflexivity (Berger, 2015) and transparency in my data interpretation (Mauthner & Doucet, 2003) requires that I consider some of the features of analytic autoethnography (Anderson, 2006; Struthers, 2014), as well. I am drawn to the idea of exercising analytic reflexivity to reflect self-consciously on how my perception of the self influences my perception of others.

Critical researchers have drawn upon this epistemological position to examine language teacher identity development (Canagarajah, 2012), critical language teacher education (Hawkins & Norton, 2009) and critical autoethnographic narrative (Yazan, 2018). Analytic reflexivity has become widely adopted in teacher identity research studies (Tsui, 2007; Yazan & Percy, 2018), particularly through social constructivist (Golombek, 2017) and post-structuralist perspectives (Morgan, 2004; 2015; Norton, 2008; 2013).

Another critical element of analytic autoethnographic writing, according to Anderson (2006), is the 'commitment to an analytic agenda' (p. 386). Although Anderson (2006) attempts to depart conceptually from Ellis's notion of evocative type of self-reflexive writing, his position that analytic ethnography should 'evoke emotional resonance with the reader' (Anderson, 2006, p. 387) resonates with Ellis's (2004) stance that the reader should be able to relive the details of the experience— *truthfully*, evocatively, and even therapeutically. I will draw upon this position to the interpretation of my narrative, inviting the reader to interpret my re-construction of the experience and decide to what extent my account and implications resonate with their understanding and prior experience with similar classroom situations.

My study is an example of the cyclical nature of the process of inquiry as I continuously oscillate between my conscious preference for autoethnography as the method that can best address my research questions and the implicit perceptions I hold about the nature of knowledge and aims of this study. My approach to this study and the decisions I have made about the most suitable methodology and method is in line with Thomson's position (2020) that research is messy and unpredictable. I agree with her stance that the researcher's intuition and certain serendipitous revelations also play an integral role in becoming aware of the situational dynamics of the research context. In this way, I can become more responsive and open to the complexities of the choice of methodology and data generation.

The journal entries were both a narrative of my perspective on whom I was *becoming* during the live class and a self-analysis of the inward gaze (Denzin, 1997) I was taking through my writing. I was immersed in a completely new social experience which I had to make sense of, so the choice of autoethnography as my research method/ology and a perspective from which to look at the experience, more naturally and holistically, is relevant.

Although Ellis (2004), refers to autoethnography as a research method, she also describes it as 'an approach to research... that seeks to describe and systematically analyse personal experience in order to understand cultural experience' (Ellis, Adams & Bochner, 2011, p.1). I believe her definition of the method is in line with my philosophical position and perspective about the social world. The focus is placed on the process of disclosing my vulnerabilities, subjectivities, and emotionality to cobble together a narrative that helps me to make sense of myself, the social milieu, and others to conceptualise new ways of learning, development, and transformation.

Another reason why I believe autoethnography can best address my research questions is because it 'treats research as a political, socially-just and socially-conscious act' (ibid, 2011, p.1). This epistemic position is in line with the critical orientation of my study, as I explained in subsection 3.2.3. An autoethnographic account of my experience both pre- and during COVID-19 in the form of journal entries, can serve as a safe and dialogic space for me to verbalise my thoughts to make them visible, particularly in relation to the position of power I take as a college teacher. This qualitative method of inquiry facilitates my ability to self-question, expose my own biases and conceptions as well as reflect on how ethical and useful my pedagogical decisions have been.

My study does not adhere to any particular type of autoethnographic approach, but I aim to bring the reader into the story 'meaningfully and evocatively' (Ellis, 2004, p.41), re-creating the experience with the meaning and implications it conveys. My task is not to focus on any epiphanic moments or critical incidents (Denzin, 1997) but weave together my subjective interpretation of

nearly two months of online teaching when COVID-19 started, and two more months of fully virtualised teaching a year after the first data generation, into a narrative that is both analytical and evocative, written with ethics of care and concern (ibid, 1977) for the anonymity and well-being of my learners and the teaching institution.

I believe that the way in which my research questions are formulated does not evoke any particular type of autoethnography. Ellis (2004) posits that the re-construction of self and social experiences ‘occur[s] partly through remaking memory’ (ibid, 2004, p.176), which creates a new discourse and builds a new frame within which I can interpret the journal entries and memories of the class. I have already established that writing is a way of knowing and finding out what thoughts I have created, so any process of narrativising the experience is both creative and analytical (Anderson, 2006).

In addition, Ellis (2004) agrees with Richardson (2002) that such forms of writing can be described as CAP ethnography: ‘creative analytic practices’ (Ellis, 2004, p.194). She also posits stories as narratives are theoretical because we utilise certain theories to understand and make sense of the experience. Stories are analytic because we employ techniques to interpret the words and rhetorical devices used. Even though I have written records of my perceptions of each class, interpreting these accounts from the perspective of time is essentially analysing them and infusing them with a meaning that is relevant only to the time of creating this manuscript. The reader of this work will have access to the meaning that *I* convey through my writing which may ‘loom larger than the actual experience and essentially replace the experience’ (ibid, 2004, p.117). For this reason, I can only claim what *I* experienced, and how *I* can now make sense of that experience.

My aim is that the reader will get sensitised (Ellis, 2004) and immersed into the narrative so that they feel they become a part of my story and decide to what extent my re-construction of the events and experiences resonate with their own perception of and experience with the hurried shift to online teaching. Ellis (2004) suggests that autoethnographers carry not only the ethical burden of being moral and careful about the lives of people implicated by our story, but they should also aim to create an aesthetic piece, which takes the reader into the scene and the very details of the experience, rather than ‘telling them what happened’ (p.142). In a similar vein, Richardson (2002) agrees with Ellis (2004) that autoethnographic accounts should be reflexive, impactful, detailed with the lived experience of the writer. Such writing should also make a substantive contribution to the respective field with its aesthetic merit.

In short, I draw upon Richardson (2002) who considers writing a method of inquiry, a way of knowing and ‘a method of discovery and analysis’ (p.923). I also use Farrell’s framework for

reflecting on practice (2005) as part of my learning journal reflections to contextualise and inform the generation of codes and themes out of the two the data sets. Approaching the process of writing ‘as a dynamic, creative process’ (Richardson, 2002, p.924) aligns with the social constructivist theoretical framework and interpretivist/critical paradigmatic nature of my study. I believe that Farrell’s framework (2015) will facilitate my engagement in deeper levels of conscientisation (Freire, 1972) and provide additional data to illuminate the self-perception of my evolving identity in this autoethnographic account of my evolving EAP teacher identity.

3.3.4 Reflexive thematic analysis of the data

This final subsection sets out to justify my decision to utilise Braun and Clarke’s reflexive thematic analysis (2006; 2013; 2021) as a method to analyse both sets of data in the context of the written reflections on each of the levels on Farrell’s framework (2015). As discussed before, engaging with this model prompted my reflective thinking and helped me to develop my ability to conduct a critical self-analysis and unpack my underlying principles and beliefs that informed the creation of themes. In this subsection, I will also justify my decision to borrow from Hyatt’s Critical Higher Education Policy Discourse Analysis Framework (2014) to construct Theme A.

I have attempted to demonstrate transparency (Mauthner & Doucet, 2003) in each stage of this research study not to claim any tokenistic ethical allegiance, but to experience the effect of revealing many of my underlying beliefs and vulnerabilities, which will remain in print, as a way into researching, teaching, and living reflexively. Like my approach to data analysis, the methodological orientation to conducting this research and completing the thesis has been based on my conscious decision to establish coherence between my philosophical assumptions, the theoretical framework I have selected to ground my study within, and the choice of research method that can best address the research questions.

I started to make sense *with* the data I had generated from tranche 1, which is an iterative and critical process, fraught with many analytical challenges. I needed a method that was flexible enough to allow me to go forward and backward through my data at the same time, both linearly and laterally. My method of analysis also had to align well with the theoretical and practical aspects of this inquiry, which have evolved significantly from its focus since I first started thinking about my research at doctoral level. Big Q qualitative research (Braun & Clarke, 2013) generates rich data and foregrounds the researcher’s personal values and subjectivity as an essential element of reflexivity but is ‘less fixed’ (ibid, 2013, p. 4) on method, which can shift focus within the study.

The development in Braun and Clarke's (2006) conceptual and methodological thinking since they published their widely cited article provided the conceptual and design position that could harmonise with the method for my data analysis. Their reflexive thematic analysis serves as a transtheoretical tool, 'one with considerable and theoretical design flexibility, researchers need to engage in careful *conceptual and design thinking* to produce TA with methodological integrity' (Braun & Clarke, 2021, p. 1, emphasis in original). I needed a method of analysis that could be used within my study's theoretical and conceptual lenses; one that was not a ready-made, off the shelf tool that is prescriptively applied, but a method that could challenge and stimulate my methodological and analytic thinking.

I decided on this method due to its popularity and flexibility. I read around narrative analysis versus analysis of narrative, a popular method of analysis in narrative inquiry (Clandinin & Connelly, 2004), also advocated by Barkhuizen (2020) whose work and conceptualisations I systematically draw upon in this study. I subscribe to the position that through stories, I can make sense of my experiences and ascribe meaning to them (Kramp, 2004), which can further prompt my reflection on whom I aspire to be in my profession.

Narrative inquiry foregrounds the importance of teacher stories not only as a research tool but also as a learning tool (Johnson & Golombek, 2002) — a theoretical and methodological position I followed when engaging with the literature on the constructs I presented in Chapter 2, which I conceptualised as a theorised story after Golden-Biddle and Locke (2007). Adopting narrative inquiry through teacher reflective accounts of their lives and *professional* experiences is now a dominant paradigm in LTI research, which has carved a promising research trajectory. As a future research plan, I will continue to explore the shifting perceptions of my evolving identity through narrativised reflective accounts, making sense of the interconnectivity between narrative analysis and analysis of narrative.

In this study, I followed Braun and Clarke (2021) and approached the analysis of both sets of data from a constructionist, and to an extent contextualist, and deductive perspective, following their six-phase process for doing analysis, explained in the following paragraph. Braun and Clarke (2013; 2021) suggest that within their reflexive TA, the deductive, latent and constructionist way to conduct TA are clustered together. The familiarisation with my data became more active each time I engaged with the journal entries and had to re-live the experience (Ellis, 2004). I was struggling to avoid the epistemic analytical trap of constructing themes before doing complete coding (Braun & Clarke, 2013) and subsequently reducing the data to selective codes. Data set 1 helped me to engage with concepts in a deductive manner, but the reflections I wrote on Farrell's framework (2015) and the

analysis of data tranche 2, further facilitated my ability to construct codes and themes which were more latent and less obvious to me as a researcher of my own practice.

Completing steps 1 and 2, I had to ensure the codes could be collated together as shared patterns of meaning, or themes, and resist the temptation to borrow ideas and concepts from the research questions and reflective prompts in my journal. Generating and reviewing themes as steps three and four, posed a real challenge, ensuring they were not repetitive, neither too broad or too narrow, and addressed my research questions. I had to refine some of the themes several times, while others were either discarded, renamed, or combined. As the following chapter will outline all the codes and themes from both sets, I will explain my decision to select the codes I have generated, and the reason why they were grouped together under a central organising concept. During the final phase of the process, phase six— writing up as part of Chapter 4, I will create an analytic narrative and provide context of my themes in relation to the extant literature and gaps I identified in Chapter 2.

The process of creating patterns of shared meaning challenged my understanding and conceptualisation of many ideas and constructs I identified in the literature review, and I added new ones that I initially described as *ghost* themes. In phase five— defining and naming themes, I was actively engaging with my decision to construct the themes, based on the semantic content of my data. However, approaching the data analysis in a latent way, which goes beyond the deductive and constructionist positions, connected my reflections on Farrell's framework (2015) to some of my implicit assumptions and helped me to make sense of themes that go beyond the semantic content of the data.

In the context of both data generation periods, particularly the second one, my job (in)security and precarity as an EAP teacher in Ontario would crystallise as a latent theme. The analysis of the data would make me challenge my own discursive competence (Bhatia, 2004, as cited in Ding & Bruce, 2017), having to navigate the *realities* of digital EAP teaching and learning as a commercialised and commodified product that had to attract international students back to college (Corcoran & Williams, 2021).

Among the themes I would consider while reading both sets was my intention to connect my perception of the students' reticence to demonstrate learner independence and lack of willingness to exercise their right for learner expression during the online lessons. The digitised reality also made me re-think my role as an EAP teacher, and to what extent I was transferring my pre-COVID-19 skills and knowledge to the virtual environment, which required a critical review of the sociopolitical and educational aspects of this imposed virtualised instruction.

These ideas and concepts were further reflected on when analysing data tranche 2, generated while teaching a fully online course. I constructed themes that relate to *facilitating* versus *delivering* content during the synchronous instruction as well as taking stock of my technological competence to utilise Web 2.0 affordances. The other themes were created around my perceptions of how I interacted with my learners as well as my perceptions of how they interacted with the content, technological tools, and other learners. My learners' needs, approached from my subjective perspective, prompted the reflection to what extent my ESL teaching background and pedagogy informed my current EAP pedagogy.

In a way, the sudden shift to emergency remote teaching may have downplayed the importance to develop specialised EAP teacher expertise (Ding & Bruce, 2017), which remains an 'occluded theme' (ibid, 2017, p. 103) in the Canadian setting research. By shining light on this aspect of my teaching practice, I subscribe to Ding and Bruce's position (2017) that my developing EAP teacher identity is shaped by the 'chosen, specialist area of investigation' (ibid, 2017, p. 113).

I also reflected on creating a candidate theme, initially constructed out of data set 2, which was based on the critical questions I was asking myself, presented as codes: 'Am I helping myself or the students?' and 'Are my students ready for the 'other side''? In Pat Sikes's words (2015a), my commitment to 'make things better' (ibid, 2015a, p.46) then crystallised in the question: 'For whom am I making (any) things better— myself, my learners, the college, or the EAP community?'

It becomes evident that the data analysis process, using Braun and Clarke's method (2006; 2013), reflects my perceptions of the interpenetration of values, discourses and assumptions that influence my teaching realisations not just on the micro, but also on the meso and macro levels. The theoretical and analytical flexibility of the reflexive thematic analysis method has allowed me to borrow from analytical models of policy and discourse analysis, such as Hyatt's framework (2013; 2014) even though my research is not situated in such studies.

Hyatt's framework (2014) is intended for the critical analysis of policy texts within the higher education system context. It has two elements which address contextualising and deconstructing policy texts. Drawing upon critical discourse analysis, the framework can serve as a suitable analytical and theoretical model as well as pedagogical tool to deconstruct policy as a process and demonstration of power, expressed through language. If text can be approached as a demonstration of power relations, the framework can then be utilised to explore how language is used as a 'discursive construction of power relations' (Hyatt, 2013, p. 837).

To demonstrate, I utilised Hyatt's framework (2014) and its element on deconstructing policy as text and discourse to highlight 'the centrality of context to the use of language' (ibid, 2014, p. 52). My use of language as a semiotic means in the journal entries is therefore an expression of my interpretation of the educational ideologies, repertoires, and policies (Trowler, 2003), whose values and stipulations percolate into the construction of curriculum, assessment and teaching methods and methodologies I have adopted in this context.

Interpreting educational policies is then an active and dynamic process, expressed through language, which shapes knowledge re-construction, demonstration of power relations and determination of 'action, words and deeds, [according to] what is intended' (Ball, 1994, p. 10). The use of language therefore represents power relations, re-construction, and re-interpretations of policy enactment. For this reason, Hyatt's framework (2013; 2014) can be justified when analysing my lexico-grammatical construction of the language I used to write my journal reflections, which has crystallised as Theme A and my use of pronouns, verb tenses and voice as well as modal verbs.

In short, the codes and themes that will be presented and critiqued in Chapter 4, organised in a sequence of Themes A, B and C, reflect my theoretical and analytical engagement with the data to combine similar ideas from both data tranches and present them as codes, which I later collated into these three themes. Examples from both data tranches are also provided to contextualise the generation of codes and themes for the reader to understand how I conceptually connected ideas, assumptions, and principles that I tacitly hold.

3.4 Quality criteria, ethical considerations, and limitations of the study

In this section, I will first consider the quality criteria generally used in qualitative and narrative research to judge the merits of a particular study according to the established practices in interpretivist and critical research traditions. Next, I will elucidate what quality criteria I have considered to conduct this autoethnographic research, and how my study sits with these criteria. Before I end this section with a discussion on the possible limitations of this inquiry, I will explain how I approached the ethical aspects of the inquiry, and what informed the decisions I have made in relation to conducting moral and ethical autoethnographic research.

3.4.1 Quality criteria and ethical concerns I have addressed in my study

Although qualitative research represents a plethora of philosophical assumptions, theoretical perspectives as well as a variety of research designs and methods, research conducted in this tradition is always context-dependent and reflects the multiple perspectives of the researcher and participants.

Such subjectivist epistemology (Guba & Lincoln, 1994) recognises that research is a demonstration of beliefs, values, and assumptions about social reality (Greenbank, 2003). It is also a representation of power relations and issues of agency (Chesworth, 2020), so the researcher should be reflective and transparent about their research aims, intentions, and what action is taken to ensure the safety and anonymity of the research participants and any other person or institution implicated by the study.

The same ethics of care (Denzin, 2003) should be considered in autoethnographic studies because, as Sikes (2005b) posits, rarely is any research conducted in complete social isolation. Autoethnographic studies carry a heavy ethical burden on the researcher as their story inadvertently implicates others who are ‘described and enshrined in print’ (ibid, 2003, p.1) even though their role in the research, however tangential, might change over time. For this reason, any research is essentially a political activity with a potential effect on people, their lives or social well-being. Using the self as the researcher, informant, and author (Clandinin & Connelly, 2004) may lead to even more complex ethical issues as writing about the self not only reveals many of the researcher’s beliefs, biases, and vulnerabilities, but it also always implicates others.

The seminal work of Guba and Lincoln (1985) establishes the following criteria to assess the rigour of qualitative studies: credibility, transferability, dependability, and conformability. In later works, they updated this list and encouraged researchers to consider fairness, educative authenticity, catalytic authenticity, and empowerment (Guba & Lincoln, 1989). However, the practical application of any of these concepts may take a different form according to the way the researcher adopts reflexivity and demonstrates transparency and consideration for ethics. It is therefore imperative that the researcher examine what impact their research might have on themselves, other people, and institutions in order to consider the most relevant set of quality criteria to sustain the moral and ethical aspects of their study.

The literature on research methods is rich in definitions and terminology used to evaluate qualitative studies. For example, Holliday (2010) suggests that trustworthiness, transparency of methods, formulating research questions and making appropriate claims are the necessary sets of quality criteria to apply in interpretivist studies. As for the critical paradigm research, Guba and Lincoln (1994) suggest such studies should first achieve their overall critical aim, which is improvement of professional practice, and then demonstrate how the quality set of criteria and selection of data collection or generation methods contribute to a stimulus for a transformative action. My position in relation to what quality criteria to adopt is that the researcher should ensure congruence and connectedness between the paradigmatic nature of their study, research methods,

consideration for ethics and protection of any person or institution involved or implicated by their research.

To illustrate, I believe that ethical concerns are some of the fundamental issues an autoethnography should address in relation to doing no harm or engaging in unethical or immoral research practices. I agree with Tullis (2013) that selecting autoethnography as my research method seemed like a straightforward and uncontended choice. However, when I applied for an ethical approval from the University of Sheffield and justified my research aims and methods, I started to consider the possible implications of my study. I believe the ethical dimensions and the quality criteria I have addressed in my research overlap to a large extent and are interdependent. I remain cognisant of the possibility that my research may raise further questions and be judged against a variety of criteria and expectations for knowledge contribution as well as issues around originality, transferability of results and applicability of the implications I will create.

Lapadat (2017) affirms the ‘widespread following’ (p.589) autoethnography has achieved because it is reflexive and positions the researcher both as the subject and ‘object’ of research. One of my research aims is to encourage further discussion and research around EAP teacher identity in light of my conclusions and implications, and possibly collaborate with fellow EAP teachers to further expand our conceptual thinking about the role of our identities in whom we are *becoming* in the L2 classroom.

Ellis’s position (2013) that autoethnography is ‘not simply a way of knowing about the world, but it has become a way of being in the world’ (ibid, 2013, p.10) deeply resonates with the purpose of this project. It is also connected to establishing trustworthiness and transparency (Holliday, 2010), adopting reflexivity (Pillow, 2003), and engaging in an internal dialogue and critical self-evaluation of my positionality (Berger, 2015). Taking a critical inward gaze has also allowed me to address the ‘uncomfortable reflexivity’ (Pillow, 2003, p.175) when moving teaching online, which has given me more power in making decisions about many aspects of synchronous and asynchronous teaching and learning. These are important aspects of my research design that will be analysed in-depth in the data analysis and conclusion chapters.

Even though autoethnographic studies can ‘be ethically fraught, particularly in the area of relational ethics’ (Lapadat, 2017, p.589), they are ‘rooted in ethical intent’ (ibid, 2017, p.589) and create a discursive space for the researcher to weave their emotionality, biases, predispositions, vulnerabilities and subjectivity into a narrative account that is highly reflexive and self-critical. Considered to be the future of ethnographic writing (Denzin, 2003), autoethnographic accounts help the researcher to theorise their story, critique dominant discourses and challenge power relations.

The researcher is situated into the social and community dynamics of the context, as is my position in this study, which foregrounds the issue of relational ethics and the inherent responsibility to place human dignity and moral values in a central position, particularly when the researcher continues to be a part of the social context being researched.

Similar to the concept of relational ethics is what Tullis (2013) refers to as ethics of consequences, which takes into consideration both the possible positive and negative effects of one's writing. In my study, although I do not explicitly or intentionally involve or research any other participants, I am aware of the potential effect my reflective account of our EAP class can have on my former students and the institution my study was conducted at. I am also reminded by Tullis (2013) that protecting the identities of anybody involved and the confidentiality of any policy, document or internal rule of the institution is a crucial component of ethical research.

I did not write what level this class was, provide any specific details about the students' background or use pseudonyms. Nevertheless, the institution where I conducted my study can be easily recognised, so my aim is to put myself in the position of my students, or any other stakeholder from that institution, to ensure my narrative account is neither harmful nor denigrating, as Sikes (2004) suggests.

I also consider the critical stance taken against autoethnographic research (e.g., Delamont, 2007) that if the study is really about the researcher and their context, then any person or institution implicated is easily recognisable. My contextual and situational awareness (Sikes, 2010) may thus become increased by considering particular elements and aspects of my research setting and propose specific steps to ensure conducting this research is ethical and moral.

I subscribe to Ellis, Adams and Bochner's set of quality criteria (2011) applied in autoethnographic studies. I believe the concept of *truth* is slippery and open to multiple interpretations, so autoethnographers may come to terms with the fallible nature of memory and shifting perspectives when interpreting personal and narrative accounts. Thus, my aim is to present *my* interpretation of the journal entries from the current perspective which may not be a *true* representation of what *actually* happened. This is closely related to my credibility as the narrator (ibid, 2011) and ability to create a narrative which invites the reader into a story that resonates with their expectations, belief systems and prior experiences. Sikes (2015b) suggests researchers should assume that all people and institutions referred to in their manuscript will have access to the text and may read the text, especially if the autoethnographer remains a part of the community or institution described in the narrative.

The other criterion that is pertinent to my study is the concept of verisimilitude (Ellis et al., 2011). It relates to the coherence of the narrative as well as to what extent the reader believes the account is ‘lifelike, believable, and possible’ (ibid, 2011, p.11). My position is that if the writer is able to create a convincing narrative, which is based on a congruent methodological design, and is informed by an established theoretical framework, the reader will be able to make sense of the authenticity of the account and reliability of the implications. In my study, I invite EAP and ESL teachers, instructional designers, and policy makers in the field of second and foreign language teaching to decide how believable my interpretation and account of the experience is, particularly in relation to their own experiences with transferring their teaching to an online mode of delivery.

Narrative research is also judged against the transferability and replicability of the research design, *findings*, and implications (Nash & Bradley, 2011). These relate to the ability of researchers from similar contexts to conduct research and arrive at conclusions and *findings* that replicate a particular study. My position is that if I am able to present an *honest*, as discussed in section 1.3 of the introduction, and transparent (Mauthner & Doucet, 2003) account of my research journey with all the inherent challenges and merits, the reader will enter a complex, subjective world of vulnerabilities, emotionality and constructs that may resonate with their own personalised and subjective account of relatable experiences.

In summary, Guba and Lincoln’s (1989) four authenticity criteria applied in narrative inquiry relate to fairness, ontological authenticity, educative authenticity, catalytic authenticity, and tactical authenticity. I have addressed these criteria in a way that is most appropriate for the specifics of my study. Fairness relates to my commitment to present a transparent account; ontological authenticity pertains to the extent to which my subjective re-construction of the classroom experience develops and matures as a result of demonstrating reflexive thoughts and their effect on transforming practice; educative authenticity is reflexively engaging in understanding the self to make sense of others and the social environment.

As for catalytic and tactical authenticity, I understand it to reflect my willingness to engage in conscientisation (Freire, 1972) in conceptualising how to transform teaching and empower learners from my teacher perspective. My journal entries as well as the reflection on each of the levels on Farrell’s framework present rich data which I interpret and analyse in order to demonstrate what might be the possible actions I need to take for a transformative change to take place in my EAP learners’ classroom experience.

Addressing these foundational quality criteria and demonstrating commitment to apply them in my research design, my intent is to adhere to the standards for methodological rigour expected of

autoethnographic studies. I present a transparent, critical, and reflective account of my experience teaching EAP in times of COVID-19 to ‘yield daily praxis that is more reflective, culturally relevant pedagogy’ (Starr, 2010, p.7). I approach the writing of this thesis as ‘a site of moral responsibility’ (Richardson, 1990, p.31, as cited in Sikes, 2010) because words remain in print and cannot be modified even if my own understanding and position have shifted or evolved over time.

3.4.2 Study limitations

In this subsection, I will consider the limitations of this study. My aim is to be reflexive and approach every step of this research process with transparency, with the necessary ethics of care (Denzin, 2014), and commitment to cause no harm. I draw upon Head’s (2020) notion of micro ethical moments and explicate how they help me to engage in critical reflexivity when interpreting the generated data.

In this way, I consider my commitment to presenting an *honest* and ethical account of my perception of the class experience to be both a merit and a possible limitation. I am reminded by Ellis (2004) that autoethnographic writing is ‘amazingly difficult’ (ibid, 2004, p. xvii) because of the challenges of *becoming* introspective. I have faced the challenge of achieving an equilibrium between my intention to demonstrate openness and self-criticality, and avoid being too ‘self-indulgent, narcissistic, introspective and individualised’ (Wall, 2016, p.1). I am aware that this research inquiry is the first critical and systematic step to develop my analytic and qualitative sensitivity, and further explore the merits of autoethnography with the aim to create an impact and transformation as an EAP teacher.

Scrutinising my perceptions of the classroom experiences before and during COVID-19 may reveal certain vulnerable and insecure moments, and lead to the misinterpretation of my experience, particularly because the institution I conducted the study at could be recognised. Creating a narrative account of an experience does not replace living through that experience as Sikes (2010) aptly notices. Through my narrative I may depict an image which may fail to convey my intentions and interpretations of my experience in the form and scale I intended to because writing may ‘essentially replace the experience’ (Ellis, 2004, p.117). The reader will only have access to *my* interpretation and recreation of the events and constructs I analysed, so I become ethically charged and morally responsible to re-construct the classroom experiences from the data generation period to be ‘believable, lifelike, and possible’ (ibid, 2004, p.30).

Whereas this is an inherent risk to all autoethnographic studies (Ellis, 2004), the reader will eventually decide on the verisimilitude and authenticity of my data interpretation and results. This

leads to the second possible drawback of this study in terms of its methodological rigour. Even in narrative inquiry and autobiographical studies, researchers may turn to a form of member-checking, peer debriefing or external auditing (Yilmaz, 2013) to ensure the research design and findings are credible and trustworthy.

I have purposefully formulated the research questions to be focused on self-exploration and minimise the implication and involvement of other people, which is not entirely possible. My purpose was to teach each class as if I were not going to write a reflection about it in my journal. I aimed to use my learning journal as a means to make sense of the class, reflect on certain aspects and make decisions on how to improve a particular approach as a type of reflection-in-action (Schön, 1983). For this reason, the students were not aware that I was keeping a learning journal after each of our classes. I wanted my research to be as naturalistic, life-like, and immersive (Chang, 2008; Denzin, 2014) as possible. While I was teaching the classes during both research periods, I was not *thinking* about my research or trying to adapt my teaching so that I could craft a story that could address my research purpose.

I aimed to ‘avoid the ethical quagmire’ (Lapadat, 2017, p.593) and not claim any false foregrounding of agency or co-construction of knowledge, which in the context of my study, would be simply tokenistic and unethical. I am guided by my epistemological position that there is no way for anybody else to be *me* and approach the research questions from my perspective. This position harmonises with Lapadat (2017) who suggests that relational ethics, adopted in autoethnographic studies, position human dignity as a central element of the process. She also believes that autoethnographers are ‘more accurate and credible reporters’ (ibid, 2017, p.593) of the rich and contextualised data and layered accounts of their highly personalised and subjective experiences. Therefore, I subscribe to Lapadat’s (2017) position that this method of inquiry is based on my ethical intent when the researcher uses their real name and invites the reader into their intimate world through a narrative that enacts research ethics as ‘explicit, engaged and ongoing’ (ibid, 2017, p.600).

The final limitation of my study I will consider in this chapter is my overt decision not to classify my research method/ology as any specific type of autoethnography. Despite the myriad kinds of narrative and autobiographical research that fall on a continuum of being more analytical (Anderson, 2006) or critical (Holman Jones, 2016) to the kind Ellis (2004) championed and termed evocative. Although I derive inspiration and draw upon her work, I do not classify my inquiry as evocative autoethnography; in fact, I believe that the methodological orientation of this study bears the features of reflexive or narrative (auto) ethnography (Ellis, 2004) because it reflects the transformation of the researcher as a result of their interactions with others.

I use personal experience to illuminate my conceptualisation of social and cultural constructs. Such accounts also exist along a continuum, as Ellis (2004) states. They can start with the researcher's autobiographical account, move along inquiries in which the researcher's life is studied along with their participants' life experiences and reach a type of 'confessional tales where the researcher's endeavours... become the focus of investigation' (ibid, 2004, p.47). I believe that every autoethnographic inquiry is unique because it tells the highly personalised story of the researcher and could therefore be classified as one of the many types of narrative research.

Notwithstanding these possible limitations, my study may make a contribution to the body of knowledge because a) the first data generation period serendipitously coincided with the complete lock down and hurried shift to online teaching in March 2020; b) it presents my autobiographical and pedagogical account as an EAP teacher utilising Farrell's framework (2015) and a teacher learning journal (Moon, 2006); c) it is among the few autoethnographic studies in the Canadian EAP contexts, conducted at postgraduate level, and d) it helps me to reach a deeper level of introspection and reflection in order to re-conceptualise important aspects of my teacher identity and pedagogy which may have a long-term effect on my teaching practice post COVID-19.

I have become more aware of less accessible and somewhat fossilised aspects and concepts of my teaching that needed a systematic and rigorous critique. As a result, I will not only continue to reconceptualise my teacher knowledge base and teaching repertoire but will also consider extending this work to collaborate with fellow EAP teachers. As an extension to this research, I will conduct future collaborative autoethnographic studies to shed light on and provide insight into critical issues EAP teachers are faced with considering the larger sociopolitical forces that dictate the course of action at all levels of personal and *professional* engagement.

I realise my study implications may not create the required impact to address the politics of the profession (Ding, 2021) in depth, but it is a call for further research into EAP teachers' view and beliefs, which may currently be described as highly heterogeneous (Ding, 2021) and largely missing from current research in the Canadian setting.

3.5 Summary

In section 3.2, I critiqued the paradigmatic nature of my study by critically unpacking what philosophical assumptions I hold about the nature of the social world and knowledge in the context of teaching EAP in Canada. Although my study can be situated within the interpretivist research tradition, my major aim in conducting this autoethnographic research is to lead to a transformation in my teaching practice. Such a development can be achieved through a transparent and critical

reflection on the self-as-person and the self-as-teacher, in my perspective. This process requires a systematic engagement in reflective writing which can generate a rich and layered account of my sociocultural, educational, and *professional* background.

In section 3.3, my critique of the development and evolution of the research topic continued the discussion on how I managed to establish the necessary connectedness between research interest and topic, paradigmatic nature of the study and adoption of research methods. It also shone light on how my *professional* experience as a teacher and doctoral student has informed the selection of topic and method/ology, and the synergy I aim to establish with the possible implications for the *professional* practice of teaching EAP in Canada and beyond.

The research methods section also highlighted the process of data generation and the reasons why I made the conscious choice to employ autoethnography and borrow from writing as inquiry to enhance my analytical ability and reflexive thinking to (re)conceptualise my own development from the lenses of my evolving identities. The adoption of Braun and Clarke's Thematic Analysis method (2013; 2021) then concluded section 3.3.

Section 3.4 discussed quality criteria and ethical aspects of this research inquiry. My intention to adopt critical reflexivity (Berger, 2015) has helped me to maintain my focus on being transparent without compromising the ethical aspects of the project or causing harm to the people and institutions indirectly implicated in this research. Being reflexive helps me to address the concepts of trustworthiness, verisimilitude and authenticity of this research design and study results. In this chapter, I have invited researchers and practitioners of similar backgrounds to decide on the replicability and transferability of my study and implications I will make in Chapter 4 and Chapter 5 of the thesis.

This section has also foregrounded the importance of relational ethics (Lapadat, 2017) and ethics of care (Denzin, 2014), which should take a central role in autoethnographic research. Therefore, the guiding principle in writing this thesis is to assume my research may be read by former students, colleagues, or other stakeholders, so their identity and dignity must be respected.

I ended this chapter with my consideration for some of the possible limitations of this research. I realise that by not inviting former students to share their perspective on my reflections of our classes may be considered a methodological shortcoming, but the research questions are focused exclusively on my perspectives and perceptions of the class without claiming any universalisability of the *findings* (Nash & Bradley, 2011). Instead, I invite the reader to decide to what extent my account and ideas resonate with their own experience transferring teaching to a fully online mode during a global pandemic, and a year after a fully virtualised EAP teaching practice.

Overall, I believe this research is among the few studies that have investigated the perceptions of EAP teachers in the Canadian context. To the best of my knowledge, it is the first study to utilise Farrell's framework (2015) to complement autoethnography and writing as inquiry as a research method. In this way, I consider my study to be making a methodological contribution to the body of autoethnographic works with specific implications for the *professional* practice of teaching EAP in the Canadian context.

Chapter 4: Data Analysis and Interpretation of Results

4.1 Chapter outline and data samples

This chapter is organised in three sections, each one devoted to the three themes I have constructed, using the reflexive thematic analysis method (Braun & Clarke, 2013; 2021) to analyse both sets of data. Each section contains details and samples from the data to support the analysis under each code. I conceptually combined examples from both data generation periods under the same codes, which I later collated into three themes, as shown in Table 2 below:

Table 2 Themes and Codes

Theme	Codes
Theme A: Constructing reflexive and projected identity facets through language	Code 1: use of pronominals Code 2: use of tense, voice, and aspect of verbs Code 3: use of certain verbs and modal verbs
Theme B: EAP teacher learning	Code 1: use of Web 2.0 tools Code 2: adaptation of teaching approach Code 3: effect of assessment on teaching
Theme C: EAP teacher role identity	Code 1: EAP teacher as Manager (adapted from Farrell, 2011) Code 2: EAP teacher as Professional (adapted from Farrell, 2011) Code 3: Effect of my employment status on my self-image as EAP teacher

Within each of these sections, I will also include a subsection, in which I reflect on the reasons why I have constructed the theme, and how it addresses each of the research questions. The chapter will then end with a summary of the content and a transition to the final chapter of the thesis.

In order to provide context of my data analysis and interpretations of the results, in this section I also present a summary of the lesson foci, lesson stages, assessment, interaction patterns and learner backgrounds as well as some select excerpts from both data tranches.

Data set 1 was generated after teaching the same group of learners both in-person and fully online. The group comprised of 23 learners of different backgrounds and ages who were upper-intermediate in their English language proficiency. The in-person period of the classes lasted for two weeks before COVID-19 started, and was focused on revising grammar, practicing listening and reading

comprehension skills, group discussions and debates as well as writing business reports and persuasive essays.

Weeks 1 and 2 were more didactic and teacher centric than what were supposed to be the remaining 6 weeks of the course had it not been for the sudden shift to online teaching. I had to explain the course assessment, attendance expectations, class interaction and other related aspects of their learning experience in this level. We mostly did grammar explanation, revision, and practice as this is the final course of the EAP programme for most of the learners before continuing their college studies. I utilised the integrated skills lesson framework, which comprised of a warm-up, receptive part, target language teaching and extension activity such as speaking or writing. We also analysed the author's purpose, genre, rhetorical devices and persuasive techniques used in authentic and semi-authentic materials such as news reports, TED talks, listening comprehension tasks as well as educational and business TV shows and programmes. The following select excerpts and summaries, based on prompt 1, further shed light on some of the content covered and interaction patterns established during the in-person period:

'As this was the first day of class, we mostly did introductory activities and discussed assessment, which is one aspect of the class the students want to know first about. ... The students were provided with a hard copy of the handouts, and I was displaying the e-version on the screen. ... We then went over the adjusted course calendar. The third activity was getting to know each other, prior learning experiences and background, goals and plans how to be successful in this level. I consider this activity effective because they were engaged in writing, reading, speaking and working with their peers. ... Anyway, we did a verb tenses review activity, which to my surprise, went really well. I gave them time to write the verb tenses with examples... For the remaining part of the lesson, they worked on a writing diagnostic.' (Day 1, Set 2, 03/03/2020).

'The class today was quite different from yesterday. Some students dropped the class.... I wanted to make sure they were all on the same page in terms of content and course expectations, so I had them work in pairs, thinking about one strategy they consider important to succeed in level ***. The classroom layout is not very conducive for learning.... Today, going over the verb tenses was particularly challenging for me because whichever board I'd write on, it was either too small or not clearly visible for all the students.... We worked on the meaning and use of the Future Perfect and Future Perfect Continuous, then did two tasks before the break. After the break, I started explaining confusing verb tenses using a PPT, which I don't like doing.... I had them choose their partners for the seminar assignment, after which they worked in their new groups and brainstormed what strategies to use when delivering a presentation.' (Day 2, Set 1, 04/03/2020).

'I started the class with two Kahoot activities on word formation and word parts. They seemed engaged and we had a useful discussion while playing the game. We then did a restricted practice task on word formation, which also went well... After the break, I elicited their understanding of Cornell notes and watched a video on public speaking and practiced taking notes using this method. For the remaining part of the lesson, they had to

find some of the new words in a text and figure out their meaning in context. This is in preparation for the critical response we're doing on Tuesday.' (Day 4, Set 1, 06/03/2020). 'The class felt a lot more quiet than usual today. It could've been because the time had changed, so people got one hour less sleep, or because it was Tuesday, which is the first day of the week. I am also coming down with something, so I wasn't with my fullest energy today. We started with a video activity to warm up for the test. ... Last Friday we discussed Cornell notes, so I wanted to check if they were a bit more comfortable with this method. Some said they had their own way of taking notes.... Many were taking notes, but some weren't, saying that they'd take a picture with their phones of the notes I took... After the break we had to set up the business circles, so each group also had to decide what roles each student would take- discussion leader, summarizer, vocabulary enricher, devil's advocate, or detective.... I discovered that what I had been doing for years, writing the answers they would provide is not the most effective for this level; I could've shown the answers on the board and given time to understand analyze them.' (Day 5, 10/03/2020).

These data sample provide some background and details from the lesson stages and content and in-class interaction before we were told the classes would be on hold for a week between 16 March and 21 March 2020. I made my next journal reflection on 18 March 2020, writing about how everyone was feeling anxious and nervous on Friday, 13 March when we were expecting some negative development and possible college closure due to the spreading virus on a global scale.

'There was already an expectation that something was happening which would affect the normal operations of the class. We were discussing the evolving situation and the possible outcomes shortly before the class started. I always do that for a more organic transition into the class activities. I think it helps with the class dynamics and sets the tone for the rest of the class somehow.... We talked about extensive vs intensive reading, identifying writer's tone, stance and arguments. We also discussed how to identify bias and credibility of the arguments used in the text. ... After the break I came back to class and told them the following would be off and classes were put on hold, and even though I was not supposed to assign any homework, we wrapped up the class by explaining what I wanted them to do over the course of the following week.' (Day 8, 13/03/2020)

The next journal entry was made on 22 March, in which I shared the unprecedentedly shocking development of having to transfer the content and assessment of the in-person class to a fully online version within that week. The college offered intensive training on using Web 2.0 tools in the morning, followed by class level meetings in the afternoon. I would then spend my evenings trying to figure out how what I had learned should have been applied to my class. I also wrote on 22 March 2020 that I had to re-assure the students that we would be able to continue the class despite my insecurities using the virtual classroom, the technical issues and lack of access to a reliable Internet connection or a device some of the students were experiencing.

After this sudden pivot to emergency remote teaching, I could no longer use the prompts and made my reflections in a free(r) style of writing, reflecting on ideas and impressions the way they

re-appeared in my mind. The journal entries were therefore mostly focused on explaining and completing the assessment online because the synchronous class timing was reduced to 3 hours.

‘After the greetings and asking how everybody was doing, I went over the assessment for this and following week.... After answering their questions about the business circles, I went over the updated requirements for the seminar and debate. They now have to record a video on Flipgrid, presenting their ideas and arguments in up to 5 minutes.... I also went over the new format of the seminar. It now contains a two-part presentation and discussion.... We then did a listening comprehension lesson.’ (Day 13, 24/03/2020).

‘Today I spent many hours in front of the screen. My students had to do a reading and listening test... It was a long day answering questions, chatting with the students, and marking their tests. It’s truly shocking how much time everything takes to complete online... My purpose these days is to keep the class going, as normally as it possibly could, while trying to make the activities learner-centred and engaging.... The live class is on Tuesday, so I aim to use the lesson framework they’re used to from our in-person classes, maximising their talk time and engaging them in group work.’ (Day 16, 27/03/2020).

In the rest of the reflections from data tranche 1, I wrote about the teaching days each Tuesday and the sequence of activities I followed, trying to emulate the in-person classes from before COVID-19. The rest of the week was mostly conducting assessment as it was based on group work and relied on learner interaction during and outside of class time. The reflections made after the pivot tend to be shorter in length, somewhat repetitive and descriptive. Although my aim was to use the prompts I had formulated and used to write the entries during week 1 and week 2 of the session, the journal entries after the pivot contained all the thoughts, impressions, fears, and apprehension that I was able to express in words.

The second tranche of data was generated a year into online teaching, during which I was able to engage with the ideas and constructs I had already written as part of tranche 1. The class was once a week and was designed to be fully online. I had all the course content and assessment prepared, so I had to plan the lesson, interaction during the synchronous sessions and learner engagement. Here I present some select excerpts I wrote in answer to prompt 1, which describes lesson stages, materials used and synchronous class interaction patterns.

‘It was the first class, so we had to go over the course shell, how to access the live classroom, course content and requirements as well as the weekly calendar of assessment. I know there is a more interactive way to do that instead of sharing my screen and walking them through the course shell and explaining how to access the materials, but we only had an hour and a half, as recommended by the course leader although we stayed online for a good two hours. The ss had to work in groups and discuss their answers to the first activity which was a video comprehension task: an authentic news report by one of the major TV stations in Toronto. They interacted for two tasks, which were meant to represent the receptive part of the lesson. Because time in synchronous teaching is quite precious, I realised I didn’t give them as much time as I would if we were in a physical classroom. The rest of the lesson was based

on parts of speech, which is quite a lot to cover in one session. I used the receptive part to elicit their prior knowledge of parts of speech and whether they could identify them in the sentence. It was quite instructional in nature although I tried to do micro teaching bits, after which I would ask them to contribute their ideas in the chat or in voice. I couldn't cover all the material as I felt it was way too much information for a single live class, particularly because I spent some time going over the course requirements and getting to know them. Since this class is only taught on Mondays, the following Monday is a statutory holiday, so we won't be having a class.' (Day 1, 17/05/2021)

I will use my journal entries, generated in response to prompts 2,3 and 4 when doing thematic analysis of the data (Braun & Clarke, 2006; 2013) as well as the reflections I wrote on Farrell's framework (2015). In this data set, my responses to the prompts are more structured and organised, compared to the ones I wrote as part of set 1 during the online part of the previous course I taught in 2020. This time my aim was to utilise Kolb's experiential learning cycle model, as explained in subsection 2.4.2 of the literature review chapter. However, according to the journal entries, I was not able to complete the application and adaptation stages of the model during the synchronous element of the class:

'We stayed for 3 hours online today with a 15-min break. I used a PPT, H5P, Quizlet and other live practice links to work on the new target language. I had to scrap some of the group activities as we were running short on time, which is something I'd avoid doing if I didn't have to cover the new content in 3 hours or less. I couldn't utilise the learning cycle model effectively today although I was still aiming for elicitation and engagement as part of every stage of the lesson. I think the lesson should incorporate more application activities. The adaptation task is pretty much similar to application, only done on their own time.> consider adaptation stage more significantly!

... I don't think I utilised any specific active learning strategies apart from some guided discovery and elicitation. I think I need to consider how to make the content more transferable. Project work? Not part of the assessment> won't be willing to do it. The student provides feedback on their engagement with the self-study material and practice exercises. I need to incorporate more discussions into the live class and not just on new content but also on how the class should be taught. I can use the start-stop-continue technique to elicit feedback on our class. I can also use the 'one-minute paper technique' to ensure content is being understood and can be applied. Think-pair-share is also useful in share ideas in pairs and with the class.

I think my intention to cover all the material is one way to ensure the class was successful. I also emphasise the importance of them participating as much they can, so I think I'm trying to strike a healthy balance between being a facilitator and an instructor. However, I also tend to lecture at them, explaining concepts and ideas the way I think they should understand them. I think I don't engage in much of a reflection-in-action when teaching online. It's like orchestrating a whole concert all by yourself, so you don't really stop and think what could be taught differently. Today, for a good one-third or more of the class, I was speaking and feeling guilty as I was doing what was easier for me rather than what was more useful for them, the learners. Of course, this impacts on how I teach: I believe I'm projecting an image and idea of myself that I am approachable and friendly and supportive and helpful, but do they really benefit from me being such and such?' (Day 2, 31/05/2021)

‘So, I’d prepared a presentation, which is something I started doing for each class during the online delivery. We started with a Quizziz activity as a warm-up to check their understanding of types of sentences. We then went over the types of sentences; it was explained in the video I recorded and the self-study material. Today, I think they were a bit less active than before. I only had 4-5 students / 18 who were sharing their answers in the chat box.

I was able to cover the revision material and do some restricted practice through a website, which has the correct answers. We went over some of the more challenging sentences and discussed the answers. I wanted to have sufficient time for the rest of the presentation, so I gave them a 15-min break. The second part was very instructional and T-centred. It could have been because I needed to cover all the material today, but it is also challenging having to create a whole lesson around a particular grammar point. I think I didn’t change my plan and followed what I had on the PPT.

In terms of interaction patterns, it was mostly T-Ss. I didn’t plan for any S-S interaction for the sake of time. So, in a way the content dictated the lesson format and interaction patterns, which is not typical for what it should be a backward design to lesson planning. Some were engaged, but many of them were there just there as attendants and didn’t participate at all. After the lesson was done, I talked to some of them personally to discuss missed assessments, and heard they were in a noisy environment with other people around, so this could be one possible reason. Except for allowing them time to do the self-study practice and decide whether they wanted to participate or not, I think the lesson allowed them to review, learn and to some extent practice the new content. I think given the course specifics, it is challenging to incorporate communicate activities, teach the new content and utilise strategies for active learning.’ (Day 5, 21/06/2021)

These data samples are unredacted excerpts from data set 1 and set 2, which were mostly written in response to prompt 1. In the following sections, I will present some of these and other samples from both data tranches, in response to the other prompts as well, with some minor adaptations made for grammar and stylistic clarity of the ideas. Appendix C contains a visual presentation of the hard copy of samples from tranche 1 and tranche 2, and Appendix E presents some select samples from the reflections I write based on Farrell’s framework (2015) after I completed data generation period 1.

4.2 Theme A: Constructing reflexive and projected identity facets through language

Theme A was constructed after I created and collated the semantic, or data-derived codes (Braun & Clarke, 2013), which involved shuttling back and forth along the continuum between selective and complete coding (ibid, 2013). I was struggling not to reduce the data to individual instances while engaging with the whole set of reflective entries, guided by the research questions and existing concepts that informed the deductive and constructionist approach to data analysis. My familiarisation with the data as the first step of the reflexive TA method (Braun & Clarke, 2021) was achieved through reading and annotating the data and drafting possible codes and themes. Data

samples from period 1 and period 2 can be found under Appendix C along with samples of coding procedures under Appendix D.

The initial stages of the data analysis scaffolded my increased awareness of conceptually separating codes from themes, developing my ability to read data as data and selectively organising specific data bits as codes. Many of these initial codes had to be re-named, combined, or discarded as they were also good candidates for themes. I started identifying ‘*anything* and *everything* of interest or relevance’ (Braun & Clarke, 2013, p. 206, emphasis in original) to further develop my analytical ability and ensure codes can serve as ‘the building blocks of [my] analysis’ (ibid, 2013, p. 206). I decided to start with the most *obvious* semantic codes, which helped me to engage in a conceptual interpretation of the data sets, which eventually crystallised in the latent, or researcher-derived codes, presented in the ensuing subsections of this chapter.

To construct Theme A, I drew upon Hyatt’s (2014) Critical Higher Education Policy Discourse Analysis Framework as an analytical tool, which I utilised to make sense of how I used language to ‘represent and construct the social world, institutions, identities, and relationships’ (ibid, 2014, p.45) and my perceptions of identity facets. Approaching the use of language in context as an expression of power is in line with the theoretical position used in this research that language, as a semiotic mode, shapes knowledge of social constructs. Following Freire (1973) in conceptualising teaching as a political process facilitated the formulation of latent themes, which later crystallised as Themes B and C, and further informed my understanding of assuming an empowered position in the online classroom.

Hyatt’s framework (2014) informed the initial stages of my analysis of the narrative, which enabled me to explain why I used certain pronominals, verb tenses, voice, and aspect of verbs. Using this framework, I made sense of the reasons why I preferred certain verbs and modal verbs when giving instructions, asking for feedback, and conducting the classroom activities. I generated three codes under Theme A out of both sets of data:

Code 1: use of pronominals

Code 2: use of tense, voice, and aspect of verbs

Code 3: use of certain verbs and modal verbs

To start, Code 1, which represents my use of the pronouns *I*, *we*, *they* and occasionally *you*, is consistent across both sets of data. The pronoun *I* is identified in cases when I give instructions, make decisions about the class activities and express regret or surprise, particularly in the second set of data:

‘I decided to turn the explanation of assessment components into a group activity.’ (Set 1, 03/03/2020).

‘I divided the class into six groups.... I think it (the group activity) went well... I showed them the adjusted calendar on the screen’ (Set 1, 03/03/2020); ‘I didn’t let them pair-check before taking the answers up... I only had 30 or so min to go through the PPT slides.’ (Set 1, 04/04/2020).

‘Some Ss dropped the class... even if I was the reason, what could I have possibly done differently?’ (Set 1, 04/03/2020).

‘Week 1 felt a lot more instructional than I wanted it to be.... but I think it helped them to understand the target language better.’ (Set 1, 10/03/2020).

‘I sent them into breakout rooms and gave them 15 min to discuss the questions.’ (Set 1, 23/03/2020).

‘Maybe I tend to fly with the fastest and most active ones, and maybe I should reconsider my approach... I could’ve asked them to do the one-minute paper activity.’ (Set 2, 07/06/2021)

‘I was trying to let them complete more practical tasks before the PPT... I didn’t have to adapt or modify any lesson stages.’ (Set 2, 07/06/2021).

What I noticed as a pattern of meaning in data set 1, generated prior to COVID-19 between 03 March 2020 and 12 March 2020, was the use of the pronouns *we* and *they*. I used *we* when I wrote about doing activities, engaging in class discussions, and eliciting prior knowledge, and the pronoun *they* when the students were working in groups, received instructions or clarifications:

‘We mostly did introductory activities and discussed assessment... they were engaged, trying to understand what they were being assessed on.’ (Set 1, 03/03/2020).

‘We went over the adjusted course calendar and asked them to make the changes to their own copy.’ (Set 1, 03/03/2020).

‘We worked on the meaning and use of the Future Perfect and FP Continuous... we did the tasks on the slides, and they ventured possible answers.’ (Set 1, 04/03/2020).

‘We do have a lot to cover today.... we no longer discuss admin stuff. I helped them understand word parts... they seemed engaged, and we had a useful discussion.’ (Set 1, 06/03/2020).

My analysis of the journal entries before COVID-19 indicated that I aimed to be a part of the class activities rather than being the class manager who assigns tasks and monitors from a side. At the same time, my intention was to facilitate group work, by asking the students to choose their own topic in groups before the transition (Set 1, 03 March 2020) and letting them complete more practice tasks in break out rooms after the pivot (Set 2, 07 June 2021). I struggled to reconcile my perception of *I* and *We* and bring closer the reflexive and projected facets of my identity (Benson et al., 2013), which is indicative of my use of *they* and *them*, which I understand as the teacher who guides the students what to do, and they follow the instructions.

Informed by Barkhuizen’s (2017) composite conceptualisation of LTI, I continued reflecting on the widening lacuna between who I believed I was *being*, and the image I was projecting of myself

as their EAP teacher during the allopatric remote delivery after 13 March 2020, which disrupted the social interaction and changed the dynamics of teaching and learning:

‘They had many questions about the course and assessment, but I’d planned a presentation and went step by step.’ (Set 1, 22/03/2020).

‘I felt satisfied the session went without any problems, and we managed to complete all the tasks.’ (Set 1, 22/03/2020); ‘Some kept logging in and out... There’s no way to keep them online and that’s not the point.’ (Set 1, 24/03/2020).

‘I’d posted the instructions, guidelines prior to class... I explained the paragraph structure in a very instructional manner.’ (Set 1, 31/03/2020).

‘I wasn’t particularly pleased with their performance in the business circles... I had to reflect my dissatisfaction in their grades... some replied back being unhappy with the grade.’ (Set 1, 02/04/2020).

‘I think the lesson today allowed them to review, learn and, to some extent, practice the new material.’ (Set 2, 21/06/2021).

These samples indicate a clear distinction in the roles that I assigned to myself as their teacher and their roles as EAP learners, which is in dissonance with my intention to adopt a more collaborative approach to teaching. It appears that I was in a pedagogical and methodological struggle to construct our lessons so that the learners could perceive me as a part of their group, which was more likely to happen before the pivot as indicated in this quote: ‘*We* managed to complete all the tasks’ (Set 1, 24 March 2020). During the synchronous lessons, I was again trying to make them feel that we all belonged to the same group by balancing my role as a facilitator and teacher who also had to lecture *at* them.

Despite the conceptual and pedagogical shift that I was trying to make to facilitate a more learner-centred classroom because of my CELTA training in 2015, my reflection on both philosophy and principles of teaching unpacks deeply rooted conceptions and beliefs that *I* was in charge of the classroom before COVID-19. This means that I feel responsible for how much the students have learned, and whether they can pass the course successfully. Even in the era of the dominance of communicative, task-based, and outcome-based language learning and post-method teaching approaches (Kumaravadivelu, 2006), the sudden move to online teaching disrupted the interactional patterns in my EAP classroom and placed the students as *recipients of learning and content*. My own insecurities, fears and vulnerabilities from the pre-COVID-19 times only became exacerbated when the pandemic started, and my developing technological and interactional competencies in online teaching disrupted my pedagogical performance and learner engagement patterns (Davies et al., 2020; Moorhouse et al., 2021; Todd, 2020).

Another critical observation I made about my choice of pronouns was the sudden shift to using the pronoun *we* during the week of 16 March 2020- 21 March 2020, in which we (all the EAP

teachers at the department, and the ones who taught the same level) were given time to attend training sessions in the mornings and collaborate with fellow teachers from the same level to make decisions about each of our classes. As I was preoccupied with training and meetings, I took reflective notes on 22 March 2020 only:

‘Last Friday we were informed the classes had been suspended for one week during which we needed to figure out how to transfer the content online.’ (Set 1, 22/03/2020).

‘It was mentally draining for me... every morning we had to attend live training sessions, after which we’d get together to discuss how to proceed with our class’; We weren’t concerned so much how to teach online but how to meet and test the students.’ (Set 1, 22/03/2020).

‘Another challenge was reassuring the SS we’d be able to complete the semester on time; We were internalising the new information at a different speed and managed to collaborate and delegate tasks.’ (Set 1, 22/03/2020).

‘We were warned by the college to keep the number and duration of synchronous sessions to a minimum.’ (Set 1, 22/03/2020).

It is important to note that I used the pronoun *we* to identify as part of two different groups: my learners and I, and my colleagues and I. I only used the pronoun *we* to refer to our community of EAP teachers during the week of learning when teaching was put on halt, but based on my reflective notes, I identified as part of our class with my learners more often. This indicates my intention to create a community of learners as I aimed to project an identity of a facilitator, who employed a more inductive approach to *facilitate* learning rather than *tell* them what they should learn, and how they would have to complete the course tasks.

Approaching my use of the pronoun *We* from a critical social constructivist perspective is useful in reflecting on and analysing not only how I negotiated my identity *in situ* but also in shedding light on my struggle to renegotiate my sense of self in my interaction with the learners, fellow EAP teachers and technological affordances (Barkhuizen, 2017; Norton, 2021). The remote delivery necessitated less social interaction, which positioned my focus on the self, my own learning needs, and navigation of online teaching. I was also trying to make sense of the identity ascribed to me by my learners as well as EAP colleagues in our shared struggle to become online EAP teachers without any preparation or deliberation.

Building on my analysis of the use of these pronouns, I was constructing a social reality through the journal entries. The reality I was creating through my teaching was largely shaped by the simple tenses, active voice, and simple aspects of the verbs I used to externalise my thoughts and impressions, configured as Code 2 under Theme A, out of the two data sets:

‘I had them work in groups and select one strategy for success in this level... I tried to keep it interactive, but I had to stick to time and dominate the class.’ (Set 1, 04/03/2020).

‘They seemed engaged, and we had a useful discussion while playing the game. We then did a restricted practice task on word formation, which went well’ (Set 1, 06/03/2020).

‘Today was the first actual live class... we did a live listening comprehension activity of a TED talk.’ (Set 1, 24/03/2020).

‘I’d prepared a live Google doc on which, in groups 4, they had to provide the meaning of the words... When taking up the answers, we mainly used the chat, but some opened their mics.’ (Set 2, 07/06/2021).

My reflections, particularly in data set 1, are mostly written in the Past Simple Tense, which suggests reporting on events that are complete and may not have a direct impact on the present moment. In doing so, I do not allow the reader to ‘enter [my] story and feel a part of [it]’ (Ellis, 2004, p.116). Instead, I present my selective collection of ideas, events, and aspects of my teaching in a narrative that I can analyse as a product rather than an active and evocative piece, which can ‘bring the readers into the scene’ (ibid, 2004, p. 142).

I was reflecting on how to maintain the *normal* flow of teaching, despite the forced pivot, and learn how to use technology to teach, assess and connect with my students. For this reason, my reflections in the journal appear as a product of a subjective interpretation of the events rather than what Ellis (2004) calls writing ‘meaningfully and evocatively’ (p. 46). I can only present the meaning that I attach to this experience, so the reader can make a judgment how ‘believable, lifelike, [and] possible’ (ibid, 2004, p.30) my interpretation of this teaching experience can be for them.

There are also reflections in which I used the Past Continuous tense, which indicates a process or a task in progress that allowed me to engage in some reflection-in-action:

‘Because the Ss were sitting in groups, it was fairly easy to assign a task to each group.’ (Set 1, 03/03/2020).

‘Because we were running out of time, I didn’t let them check in pairs before taking the answers up.’ (Set 1, 04/03/2020).

‘I was taking notes on the board along with them...I think it was useful as it created awareness of the Cornell method.’ (06/03/2020).

‘The Friday class on the 13th was feeling strange for everybody...I could feel their apprehension was mounting, so nobody was really that focused.’ (Set 1, 13/03/2020).

‘I decided not to do some of the group activities as we were running out of time... although I was still aiming for elicitation and engagement as part of every lesson stage.’ (31/05/2021).

The use of the continuous aspect of the verb tenses indicates reflexive thinking and active re-creation of my perception of events and interaction with myself and the learners. It suggests approaching the re-construction of the social reality from a more dynamic and evolving perspective rather than as a fixed representation of *my* expectation of teaching performance. It also aligns with the concept of responsive teaching (Anderson, 2021), which prioritises the immediate and long-term

needs of the learners over explicit focus on structure and adhering to rigid lesson frameworks. There are several examples of the Present Continuous as well as Future Continuous tenses in both data sets, but they are largely overshadowed by my explicit use of the Past Simple Tense.

In line with my observation of the somehow static and product-oriented reflections in the teacher journal is my use of the active and passive voice of the verbs. The data entries are rich in examples of active voice verbs, which not only suggests viewing the events from *my* perspective as the creator of the narrative, but it also indicates and solidifies my position of power to make the decisions *for* the learners. Even in the cases when I was trying to consider the needs of the learners and diverted off the original lesson plan, I was still making all the decisions. The learners appear in the narrative as passive recipients of my instructions, teaching, and in-class decisions, directed by the time constraints and specifics of in-person and online teaching:

‘The last activity was assigned for homework... The Ss were given the chance to decide what role they wanted to take during the business circle.’ (Set 1, 12/03/2020).

‘Although they were invited to participate with ideas and examples, I felt I just had to teach all this content.’ (Set 2, 17/05/2021).

‘During the second stage, learning, the new content is presented, and the learners are then asked to apply the concepts, primarily in a restricted or semi-restricted task.’ (Set 2, 17/05/2021).

Journal entries from data set 2 indicate that online teaching has disrupted the power equilibrium I had been trying to achieve before pivoting to emergency remote delivery. Delivery of content is prioritised over learner needs, interaction and engagement, creating an environment of learning based on the needs and competencies of the teacher as well as the designated learning outcomes of the course. Such power dynamics designate a peripheral role for the learner who is supposed to be placed at the centre of curriculum design and lesson planning (Richards, 2013), which plays a pivotal role in Ontario public college education. All three codes are indicative of my struggle not to enter a lecture mode and assign a passive role to the learners while teaching the content, assessing the learners, and allowing time for interaction, practice, and application of the new ideas.

The examples presented under Codes 1 and 2 have provided the backdrop to present Code 3, configured as the use of certain verbs and modal verbs. Although this is another semantic code at the surface level of analysis, it reveals my approach to teaching EAP, unpacks power relations and portrays my position as an EAP teacher in this Canadian college. I used verbs and modal verbs that implicitly represent my philosophy and principles of teaching, which are largely influenced by my own experience as an ESL learner and initial years of ESL teaching in Europe and the Middle East.

The instances below are indicative of my use of the verbs ‘to give’, ‘to allow’ and ‘to let’ in both active and passive voice, which suggest a conflict between the reflexive and projected facets of my identity. Although I was implicitly aiming to assume the role of the teacher as *Acculturator* after Farrell’s (2011, emphasis added) taxonomy of ESL teacher role identity, and employ a pedagogy of care, it appears that I projected a more dominant identity of a teacher as *Manager* (ibid, 2011, emphasis added) who presents information and manages the class.

‘The Ss were provided...; I gave them time to...; they were given time...; the students were given the opportunity.’ (Set 1, 03/03/2020).

‘I didn’t let them check in pairs.’ (Set 1, 04/03/2020).

‘I insisted they take notes; I told them we’d continue the next day; the Ss were given voice and freedom as to how to do the activity.’ (Set 1, 10/03/2020).

‘I realised I didn’t give them as much time as I would in the physical classroom.’ (Set 2, 17/05/2021).

‘I gave them a 15-min break; I needed to cover all the material; the lesson allowed them to review, learn and practice the new content; we should aim to cover less; each topic should be contextualised.’ (21/06/2021).

I also used the modal verbs ‘have to’, ‘need to’, ‘could’ and ‘should’, which are indicators of a potential conflict between the image I wanted to project of myself and the one the learners may have ascribed to me:

‘I had to dominate the class.’ (Set 1, 04/03/2020).

‘They had to find words in the text.’ (Set 1, 06/03/2020).

‘They had to do the business circles; what might happen when they join their college program; I will emphasise the importance of not reading off their notes.’ (Set 1, 26/03/2020).

‘I couldn’t utilise the learning cycle model; the lesson should incorporate more application activities; I need to make the content more transferrable.’ (Set 2, 31/05/2021).

‘I didn’t have to modify or adapt the lesson stages; I shouldn’t have told them to each select new words; Maybe I should reconsider my approach.’ (Set 2, 07/06/2021).

‘If I’d had to teach this class yesterday, I might’ve incorporated some group work; they may feel more encouraged.’ (Set 2, 07/06/2021).

These data samples indicate that the existing tendencies in my teaching repertoire to adopt a more dominant position of teacher as *Manager* became reinforced by the newly imposed reality of online teaching. It appears that the different facets of my teacher identity were already in dissonance before the pandemic disrupted in-person teaching. The position that identity construction may be one of conflict is commensurate with the review of the literature, which suggests that identity is discursively mediated (Donato, 2017), can be a potential site of struggle (De Costa & Norton, 2017) and informs our teaching practice (Morgan, 2004).

Based on these extracts, I suggest that I was also trying to engage in some reflection-in-action (Schön, 1983) and consider the image the students were forming of my teacher's persona, or how they recognised me in the role of their EAP teacher. It becomes evident that my re-negotiated online EAP teacher identity was becoming a site of struggle and internal conflict between the different facets.

I was trying to reconcile who I was *being* (my embodied, reflexive, and projected facets) with whom I was aspiring to be (my imagined facet as recognised and imposed by the learners), as Benson et al. (2013) posit. The use of the modals 'may' and 'might', the verb phrase 'may be' as well as the modal verb phrases 'could have' and 'might have' indicate some engagement in interactive reflection (Anderson, 2020), which fosters reflexivity and may lead to learning about my own practice.

The negotiation of identity is therefore a discursive and political process formed by the assumptions, conceptions, and principles I have cultivated since birth. It is not only manifested through but also continuously re-shaped by my use of language as a semiotic mode in an active interaction with the self, learners, curriculum, and technological affordances. Negotiating an identity therefore requires continuous, transparent, and critical reflection because it influences my pedagogical decisions and affects the learning experiences of the students.

In short, I consider the configuration of these semantic codes a demonstration of the interpenetration of philosophical assumptions, concepts, and beliefs about teaching ESL and EAP, my personal and *professional* sociopolitical experience in different contexts with disparate ideological influences, and the personal process teacher development in this study. Creating these codes and collating them out of both data sets under Theme A, informed by Hyatt's (2014) framework, scaffolded my understanding and interpretation of the data, and helped me to reach a deeper level of engagement with more tacit ideas and concepts I will present as Themes B and C in the ensuing subsections.

4.2.1 How Theme A addresses the research questions

In line with Hyatt's position (2014) that 'pronouns can be used to include or exclude groups' (p.56), I constructed Theme A as a collation of semantic codes, which also have a deeper and implicit meaning as well as implications for understanding my identity. The analysis under this theme has indicated that my use of the pronominals *I*, *We* and *They* is a demonstration of both *othering* and assuming an empowered position as an EAP teacher, particularly during the period of emergency remote delivery.

Using Farrell's framework (2015) to conceptually connect reflection on my teaching philosophy with my ideas of embodied, reflexive, and projected facets of identity (Benson et al., 2013) brings to the foreground the influence of my sociocultural background and my experience as an ESL learner. My concepts of teaching and teachers were shaped by the stories and impressions my parents would always tell me of being a teacher in Bulgaria in the late 1980s and 1990s, which is my country of birth, and the period of my educational and social upbringing as I explained in the Prologue of Chapter 1.

My reticence to become an ESL teacher was fuelled by the image of a teacher-centric classroom from the 1990s, in which I was placed as a learner of English. I believe rote learning and teacher-dominated classrooms were the dominant paradigm at the time, and the students (us) might have been treated as empty vessels to be *filled*, in Freire's terms (1973), with new information. It appears that I would see the language classroom as a site of struggle where both the teachers and students were trying to (re)-claim their position of power. Reflecting on Farrell's framework (2015) has shown that I transferred that experience to the early years of my own teaching practice and devoted over a decade to learn how to make my teaching more communicative.

However, the need to be in a complete control of the classroom resurfaced when we were all asked to shift to a fully virtualised delivery in March 2020, so I shifted back to a lecture mode, as evident from some of my data samples:

'I tried to keep it interactive, but I had to rush them to stick to time.' (04/03/2020).

'I didn't let them check in pairs.' (Set 1, 04/03/2020).

'I know there's a more interactive way to do that instead of sharing my screen.' (Set 2, 17/05/2021).

Adopting a pedagogical approach that reflects the teacher's preference and competence may not take into consideration the learners' needs and may disregard the critical need to consider the voice of the students over explicit instruction of content and skills development 'within a competency-based curriculum' (Haque, 2007, p. 87). The reflective entries brought to light the interpenetration of my subjectivities and philosophical positions as social practices 'embedded within networks of power' (Norton, 2021, p. 6). These reflections reaffirmed my self-perceived empowered position of decision-maker *for* my learners. In this sense, the process of *becoming* and navigating my perception of *I* in relation to *We* and *They* translates learning into an identification process (Lave & Wenger, 1991), shaped by the values and discourses on the micro and meso levels. I consider this transformation in my approach to learning *in situ* an act of demonstration and negotiation of power within our micro context.

Although the semantic codes presented in this section reflect the semantic or more *obvious* content of the data, all three address the research questions I have formulated. The first question, exploring my perceptions of evolving identity, has helped me to understand the need to reflect on my identity, and how this perception has shifted since I started teaching online:

‘When the Ss are not told what to do every step of the way, they start emailing me with ‘how to’ questions, and ‘Plamen, I have a problem, please help me.’ (Set 1, 26/03/2020).

‘I realised I didn’t give them as much time as I would if we were in the physical classroom.’ (Set 2, 17/05/2021).

‘I was still aiming to elicit their prior knowledge... I should incorporate more application (stage) activities’ (Set 2, 31/05/2021).

‘Though I’m trying to strike a healthy balance between being a facilitator and instructor, I tend to lecture at them.... It’s like orchestrating a whole concert all by myself.’ (Set 2, 31/05/2021).

As these samples show, the dissonance created by the need to act as an *instructor* (ascribed and imposed facet) rather than a facilitator of learning (reflexive and projected facet) crystallised as Theme A. It has revealed my struggle to bring to harmony the embodied and reflexive facets of my identity (Barkhuizen, 2017) with the image that I think I projected onto the learners. Approaching the construct of identity from a sociocultural theoretical lens, I understand my evolving identity as becoming, doing, and interacting with the self, others, and technological world, as conceptualised by Barkhuizen (2017).

Configuring Theme A has facilitated my continuous and critical reflection, which has unearthed deeply rooted conceptions and ideological positions that continue to influence my teaching. The forced pivot to emergency remote delivery has disrupted my philosophy of teaching and reversed my pedagogical approach to being more teacher-centred, dominant, and content-oriented. My analytical oscillation between selective and complete coding (Clarke, 2017) of the data sets facilitated the formulation of all three themes as analytic outputs (ibid, 2017), which helped me to analyse the constructs in my research questions.

Addressing the second research question, exploring how my identity and pedagogical beliefs evolved during online teaching, I conceptualise the impact of the forced emergency remote delivery to be critical in regressing to a more teacher-dominated learning environment, in which the delivery of content is prioritised over instructional approaches and learners’ needs:

‘I couldn’t cover all the material as I felt it was too much for a single class.’ (Set 2, 17/05/2021).

‘Even though they were invited to participate with ideas and examples, I had the feeling I just had to teach all this content to consider the module complete.’ (Set 2, 17/05/2021).

‘I was able to cover the revision material... I wanted to have sufficient time, so I didn’t plan for any S-s interaction.’ (Set 2, 21/06/2021).

Both data sets provide copious examples of my intention and deliberation to adhere to a more traditional lesson framework, aptly described by Anderson (2021) as synthetic, which I became comfortable adopting after my CELTA training. My reflections on the principles, theory, and practice levels on Farrell’s (2015) framework explain this pedagogical shift as a compensating strategy for my technological and e-interactive (Moorhouse et al., 2021) developing competences. I utilised my knowledge of second language acquisition theories, andragogy, and communicative lesson frameworks (Brown, 2007; Lightbown & Spada, 1999) to be able to face the challenge of transferring the content and adapting the assessment components of the course to a fully online mode.

Addressing research question three, my analysis has revealed a tension between my deliberation to teach the class communicatively and the reflective journal entries reflections on my teaching approach. The time factor comes to the foreground in synchronous teaching. On many occasions in my journal reflections, I wrote about having to dominate the class, ‘rush the students’ or decide not to do an interactive task to be able to cover the planned content before the end of the lesson:

‘I had them work in groups; I had to dominate the class; I didn’t let them check in pairs.’ (Set 1, 04/03/2020).

‘I think I’m trying not to rush them.’ (Set 2, 31/05/2021).

‘I couldn’t cover all the material as I felt it was too much for a single class.’ (Set 2, 17/05/2021).

‘They won’t be willing to do project work; I tend to lecture at them.’ (Set 2, 31/05/2021).

I had to restructure lessons to *cover* the material planned for four hours of daily in-person teaching. During the forced pivot, this content had to be taught as a combination of limited synchronous teaching of about two hours and mostly asynchronous work.

I also wrote about the students not demonstrating independence to the extent that they would take responsibility for their own learning and rely much less on the teacher, according to the principles of heutagogy (Blaschke, 2012), which inform the teaching practices at the college:

‘I asked them to choose their own topic...had to help many of them select a topic.’ (Set 1, 03/03/2020).

‘I had to plan for three modules; Some Ss might appreciate the structured input.’ (Set 2, 17/05/2021).

‘Although they were invited to participate with ideas and examples, I felt I just had to teach all this content.’ (Set 2, 17/05/2021).

This also factors into my struggle to construct my online lessons based on Kolb's Experiential Learning Cycle model (1984), adopted as a dominant lesson framework in EAP teaching in Ontario. The second data set provides examples that I only applied the Review and Learning stages of the model, leaving only few and limited opportunities for the learners to Practice and Apply the new concepts. The learners were not provided with space or time to *experiment* with and apply the new concepts but listened to a lecture, which created a different power dynamic in the online classroom:

'I'd stress on creating more freer practice activities (application stage). What's even more urgent is considering the adaptation stage- how can I ensure they can actually apply the knowledge and concepts we discussed in this class?' To what extent are the skills they've been developing and honing in this level transferrable to other courses and beyond the college context?' (Set 2, 14/06/2021).

'I think the lesson today allowed them to review, learn and, to some extent, practice the new material.' (Set 2, 21/06/2021).

'My position is that we should aim to cover less content so that the learners engage more actively. The most important consideration, in my view, is highlighting the application and adaptation stages on the learning cycle model.' (Set 2, 21/06/2021).

During the group work in break out rooms, which occurred just once every synchronous session, they were being timed in their interactions and monitored if they were on task or whether they needed clarification— a practice not dissimilar to the panopticon principle, which is an implicit demonstration of power in my perspective. The organisation of online classes and my teaching performance became more structured and less reflective of responsive teaching (Anderson, 2021), especially during the second data generation period when the class was taught just once a week. These fewer instructional hours in real time required more deliberation, planning and adaptation of course content, which should have helped to scaffold my ability to enhance my technological and pedagogical awareness and content knowledge.

My journal entries weave together a narrativised story of classroom teaching, which highlights the need to re-consider the importance of context and integrating opportunities for the learners to analyse, practice and apply the new concepts despite the limited time in synchronous teaching. It appears that while I was scaffolding my own ability to navigate the technologically mediated teaching, my lessons became much less learner-centred with fewer opportunities for interaction. As I struggled to enter a Zone of Proximal Development in my interactional competences, my EAP learners had fewer facilitating moments to interact with their classmates or myself as their MKOs.

Formulating Theme A out of both data sets in relation to the three research questions has so far highlighted a tension between who I intended to be in my EAP role and the image I projected of myself as *instructor* over that of facilitator, particularly after the pivot to online teaching that took

place after 13 March 2020. Theme A indicates that I was too immersed in scaffolding my own pedagogical abilities and teaching techniques during the pivot, and a year after online instruction, to be able to create sufficient interactional opportunities for my EAP students.

In short, the conceptual image of myself learning to facilitate rather than *teach* has crumbled under the increased demands of online teaching. I consider my identity to be in conflict, which has impacted on the teaching and learning experiences of the students. It is therefore critical that I continue to reflect on my understanding of teaching EAP as a political process, impregnated with the ideological assumptions and values I implicitly uphold, which translate into the teaching practice I analyse and critique in this study. My analysis has thus far brought to the surface my approach to actively creating themes in relation to issues of power, interaction, and learner-centred teaching, which may help to identify specific aspects of teaching I need to transform and improve.

4.3 Theme B: EAP teacher learning

The detailed analysis I presented under Theme A, my reflection on the reasons why I created this theme, and how it addresses the research questions have provided a useful backdrop to continue the critical engagement with both data sets. Although I approached the creation of Theme B from deductive and constructionist perspectives (Braun & Clarke, 2013), I believe the collated codes also represent a deeper self-analysis of my assumptions and concepts. In this way, Theme B has crystallised as a combination of deductively analysing some *obvious* concepts and taking a more latent approach to unpacking more tacit ideas I configured out of the data sets.

After several attempts at coding and re-coding, I collated the following three codes under this theme, and I believe they can address my research questions effectively:

Code 1: use of Web 2.0 tools

Code 2: adaptation of teaching approach

Code 3: effect of assessment on teaching

Braun and Clarke (2019) suggest that the creation of codes and themes should be consistent with the research questions and establish a conceptual coherence with the theoretical framework and research design. Theme B therefore reflects my own EAP teacher learning. Developing Code 2 and Code 3 as researcher-derived codes is based on Code 1, which I classify as a semantic code (Braun & Clarke, 2013). The intellectual engagement with the data has scaffolded my ability to construct meaning and conceptually connect ideas and beliefs that permeate my journal entries. I utilise Vygotsky's concept of More Knowledgeable Other (1987) and consider the creation of each code

and theme teacher learning and a renegotiation of my sense of self (Norton, 2021), shaped by my use of written language as a semiotic mode. These three codes are a demonstration of my *investment* in my teacher learning and generation of ‘cultural capital and social power’ (ibid, 2021, p.5), which is a contemporary debate within EAP research that requires further attention (Ding & Bruce, 2017).

Code 1 was generated as a semantic code, reflecting more *obvious* constructs in the data, because of the need to understand how the pivot to emergency remote teaching required that I learn how to use Web 2.0 tools. Barkhuizen (2017) states that identities are negotiated discursively ‘in material interaction with spaces, places and objects in classrooms, institutions, and online’ (p. 4). Prior to the sudden shift to online teaching, I would use Blackboard as a Learning Management System along with *Kahoot* and *Quizziz* interactive resources to diversify classroom interaction patterns. However, they were employed as ancillary rather than essential tools to enhance teaching and learning, as evident from this quote:

‘I started the class with two activities on Kahoot on word-formation and word parts-roots, affixes, prefixes, and suffixes. Though Kahoot is becoming less liked since many teachers use it, which kills its magic, I find it engaging as a warm-up or when they need a break from more serious stuff.’ (Set 1, 06/03/2020).

Even though I mentioned that I did not consider using a PowerPoint presentation *effective* teaching in the language classroom, I structured and taught each lesson using a PowerPoint slide show after the forced pivot:

‘They had many questions RE the course and assessment, but I’d planned a presentation and went step by step.’ (Set 1, 22/03/2020).

‘I used a PPT, H5P and other interactive tools for them to understand and practice the target language.’ (Set 2, 31/05/2021).

‘I’d prepared a PPT presentation with videos and links for practice tasks embedded.’ (Set 2, 14/06/2021).

I was trying to emulate my in-person teaching approach after the shift to online delivery, but the second data set is indicative of my reliance on using PowerPoint to structure and teach the lessons, which I considered *ineffective* teaching before the pivot. It is also an indicator for my technical pedagogical knowledge insecurities and intention to continue teaching the class while developing my own technological content knowledge (Mishra & Koehler, 2006) and online teacher interactional competence (Moorhouse et al., 2021).

Each lesson was taught by means of a PowerPoint presentation, which contained the new material and concepts, instructions for group work, home assignment and testing information. Such a way of conducting EAP classes fosters the *othering*, reflected in a conflicting identity negotiation I referred

to as part of my analysis of Theme A. It contrasts with my teaching philosophy that teacher talking time should be reduced, and learners should be active agents in the classroom dynamics rather than passive recipients of knowledge and executors of instructions.

I decided to include Code 1 under the theme of EAP teacher learning because it demonstrated the extent to which I was willing to master the tools not just out of necessity, but also to ensure I would create a learner-centred environment, encourage learner independence and peer collaboration outside of the synchronous sessions. However, based on the analysis of the narrative I created, I demonstrated interest in my own learning and adoption of tools that *I* considered relevant over the immediate and long-term needs of my EAP learners (Basturkmen, 2019):

‘The college organised emergency training on BB Collaborate, Zoom, Teams and making documents accessible online.... It was mentally draining for me. Every morning we had to attend live training sessions, followed by the level meetings.’ (Set 1, 22/03/2020).

‘I had 13/23 students today; some kept logging in and out; others might be busy or not interested in live sessions. There’s no way to keep them online, and that’s not the point!’ (Set 1, 24/03/2020).

‘My aim is to emulate what I’d normally do under normal classroom circumstances.... Many feel shy and reticent to open their mic and take part in the live discussions.’ (Set 1, 24/03/2020).

‘I feel relieved that they’re not (i.e., the college) pressuring me to have live sessions for 4 hours every day like other institutions.’ (Set 1, 25/03/2020).

These reflections are some examples from both data sets, which indicate that I took control over the learning process and planned each lesson stage carefully without allowing much latitude for adaptation. I even felt frustrated that I had to repeat the same instructions several times in different modalities and reply to emails that contained the same questions. In a sense, the Web 2.0 tools I became comfortable using only allowed me to continue teaching and assessing the learners without a careful consideration for the contextual specifics of the online learning environment.

Although I regularly used the breakout rooms function on Blackboard Collaborate and considered changing my pedagogical approach, the analysis of both data sets indicates a conceptual shift to a teacher-centric virtual classroom. The technological tools are used to conduct the sessions and create some opportunities for peer interaction. Data set 2 contains more examples of reflection-in-action (Anderson, 2020) and thinking how to make my teaching approach more responsive compared to data set 1:

‘I know there’s a more interactive way to do that (i.e., accessing the course shell) instead of sharing my screen and walking them through the course shell.’ (Set 2, 17/05/2021).

‘The rest of the lesson was quite instructional in nature although I tried to do micro teaching bits.’ (Set 2, 17/05/2021).

‘The learners didn’t have sufficient time to practice or experiment with the new target language...It seems that I am trying to transfer my in-personal teaching skills and repertoire to my synchronous class.’ (Set 2, 17/05/2021).

‘I think the lesson should incorporate more application activities... I need to think of tools and ways to make the content more transferrable.’ (Set 2, 31/05/2021).

The development of e-Classroom International Competencies (Moorhouse et al., 2021) is inextricably connected to my teaching performance. The learning journal served as my personal development plan (Moon, 2006) and MKO (Vygotsky, 1987), which allowed me to engage in mediated learning through writing and reflection. Interacting with my ‘temporary “other”’ (Matsumoto, 2016, p. 522) allowed me to learn from the externalised accounts I generated, particularly in relation to my teaching approach, and how it has evolved since the sudden shift to virtualisation in March 2020. Code 2 is therefore configured as a researcher-derived code (Braun & Clarke, 2013) because it reflects the realisation of my developing philosophy and principles of teaching ESL and EAP.

A commonality between both data sets was how the first week of instruction tended to be much more instructional than the rest of the session, significantly influenced by the explanation and clarification of how to access the live classroom, contact the teacher and, most importantly, explain course assignments and their deadlines. My teaching approach was therefore influenced by the washback effect (McKinley & Thomson, 2018), which is a common theme in the rich body of published works in TESOL. The students were concerned mostly about what assignments they would have to complete, when the deadlines were and whether they might experience any difficulty completing them. I will further analyse the effect of assessment on my teaching under Code 3 in the ensuing paragraphs.

A noticeable difference in my approach between set 1 set 2 is the adoption of group work, peer and group check as well as elicitation of prior knowledge as teaching techniques. The data entries made before the transition appeared to have been based on the integrated lesson model which I learned during my CELTA training. It is based on creating a receptive part such as reading or listening, to set the scene, introducing the topic and contextualising the explanation of target language more meaningfully. The learners were then invited to activate their schemata and solidify their understanding of the meaning, form and pronunciation of the grammar point or functional language through Concept checking questions. Table 3 below illustrates a sample integrated skills lesson plan I would normally adopt in my EAP lessons prior to COVID-19:

Table 3 Integrated skills and systems lesson framework, adapted from LSC College, Toronto CELTA handbook (2015)

Stage & Aim	Interaction Pattern	Materials	Time	Procedure
Lead-in To set context, activate schemata.	T→ Ss S→S	Personalised, based on topic.	+/- 10 min	Respond to prompts in pairs/groups.
Feedback To acknowledge s/s' discussion, praise, provide task closure.	T→ Ss	T can use board, handouts, or technological tools for feedback.	+/- 5 min	Ask s/s to share ideas with the class, transition to the lesson topic.
Listening/Reading for gist To give s/s practice in developing their listening/reading for gist; provide context for the next task.	T→ Ss S	Coursebook or authentic material.	+/- 5 min	S/s apply their skimming strategies.
Feedback To give s/s a chance to justify their answers.	T→ Ss S→S	T can use a board, or technological tool for feedback.	+/- 5 min	S/s share their answers in pairs and with the class.
Listening/Reading for details To give s/s an opportunity to understand the finer points of meaning.	T→ Ss S	Question handout or specially designed digital tasks.	+/- 10 min	S/s practice their ability to extract specific information or details.
Feedback To give s/s a chance to justify their answers; facilitate peer interaction.	T→ Ss S→S T→ Ss	T can use board, handouts, or technological tools for feedback.	+/- 5 min	S/s share their answers in pairs and with the class.

<p>New target language- Test stage</p> <p>To set generative task; test s/s' use of TL (speaking fluency)</p>	<p>T→ Ss S→S</p>	<p>Use source text/video from which TL is elicited.</p>	<p>+/- 4 min</p>	<p>S/s find examples of the TL and compare with a partner. T acknowledges, confirms, praises.</p>
<p>Teach stage</p> <p>To focus on TL concept and form; Use CCQs to guide s/s' grasp of TL.</p>	<p>T→ Ss S→S T→ Ss</p>	<p>Use handout/ specialised webpage to elicit concept and form through CCQs.</p>	<p>+/- 12 min</p>	<p>S/s respond to T's CCQs and solidify their grasp of TL meaning and form.</p>
<p>Restricted Practice</p> <p>To provide guided practice on TL form.</p>	<p>T→ Ss S</p>	<p>Use handout/ web-based interactive activity.</p>	<p>+/- 10 min</p>	<p>S/s work on their own to complete tasks. T monitors and helps as needed.</p>
<p>Feedback and confirmation</p> <p>To provide s/s a chance to discuss answers; acknowledge s/s' results.</p>	<p>S→S T→Ss</p>	<p>Use a handout/ answer sheet.</p>	<p>+/- 5 min</p>	<p>S/s compare and discuss responses; take notes of correct answers.</p>
<p>Teach stage-pronunciation</p> <p>Focus on phonological issues and provide drilling (and correction as needed)</p>	<p>T→Ss</p>	<p>Use previous activity to focus on pronunciation of words.</p>	<p>+/- 4 min</p>	<p>T focuses on correct pronunciation through modelling and drills, highlights pronunciations features.</p>
<p>Speaking practice-production; fluency</p>				

To provide freer TL practice with an authentic task and a clear communicative purpose.	T→ Ss S→S	Communicative activities based on topic and TL.	+/- 15 min	S/s work in groups and practice fluency by using the new TL.
Communicative and error focused feedback To acknowledge s/s' comm. results. To address TL problems.	T→ Ss	Feedback based on tasks and materials used.	+/- 5 min	T discusses and corrects as needed; confirms and praises; provides task closure.

Although this lesson plan provides many communicative opportunities for the learners to improve their knowledge of language systems and language skills, it is considered a synthetic lesson framework (Anderson, 2021) because of its explicit focus on structured content. As well, it does not create space for adaptation based on the learner needs (Wiggins & McTighe, 1998), and may not reflect the realities of the context and specifics of the EAP classroom when positioned in relation to the institutional and macro values that shape the curriculum design of the course (Smithwick, 2014). Reflecting on my lesson planning techniques has underpinned my belief about the need to invite the learners to collaborate, share ideas and learn from each other:

‘I decided to turn the explanation of assessment into a group activity. Each group had to understand one assessment element and present it to the class...It was interactive, student-centred, and served its purpose effectively.’ (Set 1, 03/03/2020).

‘I asked them to work in groups and pick one strategy they consider important to succeed in level [] and share it with the group.... The energy level was going down, so I decided to re-group them and ask them to sit at a different table with other partners.’ (Set 1, 04/03/2020).

‘The course design presupposed more instruction during weeks 1 and 2, and more student engagement during the remaining weeks.’ (Set 1, 06/03/2020).

‘I started by creating interest and activating schemata to motivate them to think about the topic, and how their position relates to their current situation in Toronto.’ (Set 1, 12/03/2020).

‘Then there was a class discussion of 3 questions... I then asked them to anticipate the meaning of 11 words to eliminate task blockers... Three listening activities followed-skimming questions, T/F/NG and organising speaker’s ideas into categories.’ (Set 1, 12/03/2020).

Although the sudden virtualisation (la Velle et al., 2020) of teaching and learning could have helped me to reimagine and explore new opportunities to integrate and use technological affordances, I view my realisation of online teaching approach as deskilling in terms of my ability to create learner-centric educational space (Keefe, 2016). In the journal entries there are limited and fragmented examples of reflection on adapting my approach to consider the needs of the learners. There are also few examples of providing opportunities for active learning as informed by the principles of outcome-based instruction (Weimer, 2013) and backward design to lesson planning (Richards, 2013):

‘I may need to reconsider some of the pedagogical approaches I’ve been using to make them more suitable for online interaction.’ (Set 1, 24/03/2020).

‘I’m trying not to adopt a very different approach to my interaction with them (i.e., the students) since these are already quite challenging times for many of them, myself included.’ (Set 1, 26/03/2020).

‘I know there’s so much to reflect on, but I don’t know where to start’ (Set 1, 27/03/2020).

‘What I’m learning from this experience is that I need to keep exploring ways for a more effective online engagement.’ (Set 1, 03/04/2020).

The analysis under Code 2 has thus far shown that I was relying on my teacher knowledge base, accumulated during my previous ESL and EAP teaching experience and during my CELTA training. I was aiming to utilise the same lesson design and apply it to my online teaching practice, which is problematic because it does not directly relate to the specifics of the EAP classroom and is not intended to be used during a fully virtual teaching session. In a sense, I was not willing to assume a new identity of an online EAP teacher and hence ‘contested and resisted’ (Barkhuizen, 2017, p. 4) the identity that my learners and institution may have ascribed to me.

I cannot divorce the analysis of my evolving identity as an EAP teacher from what I perceive as (in)effective EAP teaching, which is concomitant with my teaching approach. I agree with Taylor (2020) that the EAP teacher knowledge base is shaped by pedagogical skills, *professional* experience, engagement in (action) research and expanding on the subject knowledge. It appears, however, that I have been drawing upon my knowledge of second language acquisition theories, ESL methodology and communicative language teaching as well as my *professional* experience as an ESL teacher. I agree with Ding and Bruce (2017) who suggest that EAP teaching has different pedagogical goals, should address particular learner needs and establish a stronger relationship with the academy. The generation of the themes has therefore foregrounded my disengagement with the sociopolitical aspects of my teaching prior to conducting this research.

Code 2 is one facet of a larger issue I hope to address with my study, which is expanding on my EAP teacher expertise and developing an EAP specific teaching methodology, which I consider

fundamental in conceptualising my teacher identity. Both data sets lack evidence of systematic consideration of teaching approach diversification apart from adopting some elements of task-based language teaching, which is prevalent in the Canadian EAP setting (Douglas & Kim, 2014; Englander & Russell, 2022). Flipping the teachable content, which is another common teaching approach in EAP pedagogy, requires careful planning and consideration of many possible technical and pedagogical challenges. A symptomatic issue that was easily identifiable in the data was the students' invested interest in knowing about course assessment and passing the course with a high grade compared to any other aspect of their learning experience.

Code 3 was therefore configured as the effect that course assessment has on my teaching approach. Nearly all data entries discuss students' explicit need to understand what assessment elements the course has, and how they will be administered. There appeared to be a divergence between the assessment *of* learning as students would understand it, and how I approached it as assessment *for* and *as* learning (Looney et al., 2017; Weimer, 2013). The EAP programme, as a combination of pre-sessional courses, does not affect the Grade Point Average (GPA) the student will achieve during their college studies, so the learners' focus on obtaining high grades may represent learning habits from prior educational experiences in different contexts.

Based on my experience, most students are able to progress to the next level if they work continuously and submit all course work on time. They are profit-generating agents for the college (Ding & Bruce, 2017), particularly the international students who invest more capital to travel and reside in Canada throughout their studies. Non-domestic students continue to pay higher tuition fees for a fully virtualised EAP learning. I would therefore assume that the students would be more invested in benefitting from the EAP programme more meaningfully than focusing on their grades.

EAP students' induction into the academic community (Hyatt, 2015) and development of their discursive competence (Ding & Bruce, 2017) should be systematically and gradually practiced and nurtured by means of EAP teaching methodology and creation of a conducive academic environment. Although aligned to the learning outcomes of the course and essential employability skills framework (Ontario Ministry of Colleges and Universities, 2009), assessment appears as a recurring theme in my data. I was able to identify many examples of the washback effect (McKinley & Thomson, 2018) of assessment on my teaching approach and interaction patterns, especially after the shift to online teaching:

'There was a lot of assessment happening today, which affected the normal flow of the lesson.' (Set 1, 12/03/2020).

‘I stayed on BB Collaborate for 2 hours and talked to several students who had very specific questions about the assignments- how to submit them, what to do if they experience any connectivity problems, etc.’ (Set 1, 25/03/2020).

‘Today I spent many hours in front of the screen. My students had to take a reading and listening test. It was a long day of answering questions, chatting with students on many topics and marking their tests.’ (Set 1, 27/03.2020).

‘It’s been a day of assessment, mostly- 5 business circles, 5 students in each of them. I listened to all and was marking their performance on the rubrics sheets that I later emailed to them with comments.’ (Set 1, 02/04/2020).

Course assessment, and how it is operationalised at an EAP setting, can be an indication of the larger sociopolitical issues and ideological influences of macro discourses on the technicalities and pedagogical realisations of the teaching process (Ding & Campion, 2016). Although the focus in this study is not placed on the role of assessment on teaching and performance of students, it nevertheless provides some insight and indication for the need to explore EAP teachers’ assessment literacy. It constitutes a fundamental element of the EAP practice and is often an indication for divergent views teachers, students and institutions may hold of the assessment practices (Englander & Russell, 2022). Huang (2018) aptly highlights the lack of research on EAP teacher preparation and literacy of assessment in Canada, which contrasts with the essential role of assessment in course design and its alignment to the learning outcomes and effect on EAP pedagogy.

My interpretation of the data is in harmony with previous research findings, which indicate a lack of confluence of student and teacher views of the role that assessment plays in the teaching process. In my analysis I have highlighted the effect of using Web 2.0 tools and online teaching on course assessment. Data set 1 provides examples of my reflections on how to adapt the debate, seminar, and business circles, which were planned as in-class assignments so that they could be administered without creating any tension in learners’ self-perceived ability to present and interact with their peers online.

In data set 1, I wrote about another example of the divergent view of assessment I hold when the learners emailed me being dissatisfied with their grades, assuming that since they completed the task and the home assignment, this would guarantee them a high mark. I think the contestation of assigned grades after presenting without having their camera on and reciting their notes, further stresses on the need to understand to what extent my teaching beliefs converge with my students’ expectations. A future collaborative study on examining my beliefs of assessment and my learners’ ideas of course tasks and evaluation may provide more insight into and develop my understanding of EAP teacher identity negotiation.

4.3.1 How Theme B addresses the research questions

I believe the generation of Theme B, configured out of the three codes I presented in section 4.3, underscores the need to continue my exploration of whom I am *becoming* in the EAP virtual classroom beyond the limitations of the current study. Both Theme A and Theme B represent a crystallised account of my tacit assumptions and principles of teaching ESL and EAP as well as my struggle to reconcile the different facets of my identity as they are in a constant process of reshaping and renegotiation.

The use of Web 2.0 tools, which was mandated by the college and necessitated by the global pandemic's effect on teaching practices, represents an important aspect of my EAP teacher learning and development. The reflections through Farrell's framework (2015) highlighted my disengagement with developing my own technological competence before the pandemic started despite the numerous conference presentations and webinars I had attended in different countries. The reflective entries on this model also underscored an important aspect of pre-service and in-service teacher training in terms of preparing ESL teachers, or lack thereof, to integrate technological tools effectively into the lesson design to enhance teaching performance (Todd, 2020).

In reflecting on practice, I wrote about my CELTA training, which was instrumental in not just learning how to create engaging lessons but also how to adopt interactive white boards and interactive pens, which were common in many of the institutions I have taught at in Ontario. The virtualisation of teaching and learning, however, challenged my disinterest in integrating technology for teaching purposes and emphasised a critical lapse in my teacher knowledge base. The published research on ESL and EAP teacher experiences with using technology to transition to online teaching is not uniform and presents divergent perceptions and positions. I have identified the issue of insufficient or improper technological pedagogical pre-service training as well as a lack of systematic in-service training on effective use of technology in published works, as is evident from my review under section 2.4 in Chapter 2.

For this reason, I configured Code 1 as my use of Web 2.0 tools because it constitutes a critical element of my EAP teacher learning and is therefore identity work. As my use of such tools appeared to be limited and in development stages, it has affected my ability to interact with the learners which further disrupted the realisation of the pedagogy I consider appropriate for this context. My position mirrors Walsh (2013) who suggests that, prior to COVID-19, teacher classroom interactional competence (CIC) could facilitate the achievement of pedagogic goals, create conducive learning spaces and shape teacher feedback based on learner contributions. The analysis has shown that my

use of technological affordances is somehow unilateral and instructional rather than dialogic or conducive for learner-centred interaction patterns:

‘After the break, I started explaining confusing verb tenses using a PPT, which I don’t like doing. As I only had 30 minutes to go through the slides, we did the tasks on the spot, and they ventured answers. I know it’s not very learner-centred, but I consider it revision.’ (Set 1, 04/03/2020).

‘Because the time in synchronous teaching is quote precious, I realised I didn’t give them as much time as I would in the physical classroom.’ (Set 2, 17/05/2021).

‘I know I could’ve used other tools like Quizlet or NearPod.’ (Set 2, 17/05/2021).

I had to challenge deeply rooted assumptions about employing technology in my classroom teaching. After reviewing my reflections on practice through Farrell’s framework (2015), I realised that I had been resisting the integration of techniques and tools because my own ESL learning and early career experience was *successful* according to student and manager evaluations, without engaging in method diversification or explicit learning and integration of technology. I thus questioned the set curricula and teaching methodology used by TESL trainers in how to facilitate effective ESL classes without a requirement to use technology beyond smart boards during the teaching practicum. When my own technological and online management competences (Moorhouse et al., 2021) are developing, this process may limit the realisation of my online interactional abilities, create a power imbalance, and place the learners at the receiving end of instruction.

Addressing RQ 1 through the analysis of Theme B, it appears that the unpremeditated use of Web 2.0 technology, utilised to support regular teaching despite the pandemic, has largely shaped who I *was* and *am* being and becoming in the EAP classroom. Although the use of such tools is supposed to facilitate instruction and diversify my teacher knowledge base, data set 1 shows that I considered their use as deskilling. While I was learning how to transfer instruction, lesson planning and assessment to a fully virtualised learning environment, my teaching approach regressed to being more teacher directed as I assumed the position of complete power and made all the decisions for my learners.

Instead of letting the students become active agents in how in-person learning would transform into online instruction, preoccupied with the learning of new tools, I shifted back from striving for libertarian education in Freire’s terms (1970) to a form closer to teacher-directed instruction, which I now see as deskilling of my pedagogical realisations. Even though some students may have appreciated my control of the situation, I recognised the conflict between the image I wanted to project to them as a *facilitator* of learning despite the forced pivot, and my self-perceived role of

EAP teacher who could not sustain creating a participatory EAP classroom (Li et al., 2012) under the new circumstances.

In addressing RQ 2 and RQ 3, I cannot divorce the reflections on Code 2 and Code 3 because my presentation of Code 3 was limited compared to the other two codes, and what I presented under Theme A. The analysis of both data sets has indicated that I lack systematic training in creating, adapting, and administering assessment *for* and *as* learning (Weimer, 2013), which directly influences the realisation of my EAP pedagogy both before and during the forced pivot:

‘The most effective activity today was when they had to understand the course assessment and then explain it to the class. It went well, probably because they were extrinsically motivated to know what they needed to do to pass the level with a good grade.’ (Set 1, 03/06/2020).

‘Now, the challenge in level *** is that most of the... and assessments are based on pair and group work, which means that the students need to collaborate, prepare the presentation, and deliver it online. We (i.e., same level teachers) were concerned not so much how to instruct but more about how to meet and test the students... I spent the last minutes of the live session talking about how I modified the assessment- seminar, debate, and business circles. This is also the first thing we’re discussing tomorrow at 10 am.’ (Set 1, 22/03/2020).

‘Because the course shell is imported in a zipped file, all the tests and course material have already been created for me, but I need to decide on the best possible pedagogical strategy to teach.’ (Set 2, 17/05/2021)

‘Perhaps, if the assessment was done in a different way, such as being in real time, or if they needed this course to pass the level, they might feel more encouraged to demonstrate willingness and independence in their approach to learning.’ (Set 2, 14/06/2021).

This conclusion resonates with Huang (2018) who highlights the lack of research into EAP teacher assessment literacy in Canada, and what theories and practices EAP teachers draw upon to construct effective assessment. Research (e.g., Bocanegra-Valle & Basturkmen, 2019) has also shown that many EAP teachers have transitioned from ESL positions, but the theoretical and practical knowledge and skills they received during their TESOL learning may not adequately address the needs of the EAP classroom and assessment of EAP learners.

Further, I subscribe to Corcoran and Williams (2021) that the lack of systematic research into Canadian EAP practitioners and EAP centres and the linguistic diversity of teachers and students indicate a larger sociopolitical issue about the position EAP teachers occupy in their institutions, and their unclear relationship with the academic community. My status as a sessional and part-time faculty, although not explicitly discussed in my journal entries, has an impact on my perception of teacher self and my pedagogy. The way I adapted my teaching approach and assessment to continue EAP instruction as shown in both data sets, has been shaped by my temporary position at the college,

which I see as a major factor in my investment to provide effective EAP learning experience for my students:

‘I’m still of the opinion that the EAP programme is spoon-feeding them in a way, and the teacher is doing the ‘hard labour’ and heavy lifting for them under what is supposed to be active learning. It makes me think about my role in this college as a *** teacher, one who may or may not be given a contract next session- to what extent should I be concerned with my students’ academic well-being and development of skills to be utilised outside of our class? After all, it is just a *** class, 3 hours of synchronous work, some 1-2 hours of self-study and the completion of the multiple-choice test.’ (Set 2, 14/06/2021).

This is another aspect of the conflict I have identified between the facets of my identity in the research data. The reflections on practice and beyond practice through Farrell’s framework (2015) shed light on my intention to utilise the lesson frameworks I learned during my CELTA training and apply them to my EAP teaching because I was never taught how to teach EAP in a formal training course. I re-read my journal entries several times, trying to approach the data analysis process as a reflection of my teaching realisations and a learning tool to ensure I understood my data intimately. I wrote about changing my teaching approach to allow for more active learner interaction, adopting some elements of task-based and outcome-based language instruction, and adapting my teaching to emulate what learners would experience during their college education.

Despite reverting to a teacher-centric instruction during the pandemic, I aimed to integrate elements of active learning. These would include incorporating a series of authentic tasks, presented in a way that would scaffold the learners’ understanding and engagement with the material and develop some degree of independence (Nunan, 2004). This is an expectation at the Ontario public college system and one of the essential employability skills (the Ontario Ministry of Colleges and Universities, 2009). However, both the realisation of my pedagogy and assessment practices after the pivot illustrate an identity conflict because I was struggling to reconcile how I perceived myself, and what I revealed as part of my teaching persona in the online classroom.

My data analysis and generation of Theme B has also underscored the need to establish the difference in the pedagogic goals of ESL and EAP instruction in light of larger economic and sociopolitical issues that shape the reality of each classroom. The lack of institutionalised and supporting academic organisation such as BALEAP and their Competency Framework for Teachers of English for Academic Purposes (2008) which have no mandate outside of the UK but can serve as a useful guideline for continuous in-service training, places EAP teachers at the edge of academia (Ding & Bruce, 2017). The data sample below shows my reliance on the communicative lesson

framework, which I presented under Table 3 in section 4.3 above, as well as the need to conceptualise and develop EAP specific methodology:

‘They interacted for two tasks, which was the receptive part of the lesson. I used this part to elicit their prior knowledge of parts of speech, and whether they could identify them in the sentence. The rest of the lesson was quite instructional in nature although I tried to do micro-teaching bits, after which I’d ask them to contribute their ideas in the chat or in voice.’ (Set 2, 17/05/2022).

My social and educational background may share many similarities with other EAP teachers in Ontario who might have experienced similar identity questioning, not just during the initial lock down but even a year after a fully virtualised instruction. The data analysis has pointed to the lack of a solid knowledge base (Borg, 2013) and established EAP pedagogy to address the specific needs of EAP learners at this Ontario public college while I was focused on my own adoption and learning of Web 2.0 tools. The data also showed that I was concerned about my learners’ ability to use the tools needed to sustain online learning, which added another layer of responsibility having to teach my students how to use the tools and software I was still learning myself:

‘I couldn’t utilise the learning cycle model effectively today although I was still aiming for elicitation and engagement as part of every step of the lesson. I think the lesson should incorporate more application activities. The adaptation task is pretty similar to application, only done on their own time> consider application stage more actively.’ (Set 2, 31/05/2021).

‘Some would open their mic and participate in voice, but these are just a couple.’ (Set 2, 31/05/2021).

‘We started with a Quizziz activity as a warm-up to check their understanding of types of sentences. They were a bit less active than before: I only had 4-5 students /18 who were sharing their answers in the chat box.’ (Set 2, 21/06/2021).

In short, the journal entries have underscored the necessity of continuous professional learning and conceptualisation of EAP pedagogy as shaped by the factors and realities of the online classroom as well as larger powers on meso and macro levels. Both Theme A and Theme B have highlighted some of the issues and ideologies at play beyond the technicalities of my classroom and interaction with the learners. Based on the data analysis process and results, I now have a better understanding of the need to engage in critiquing my position in relation to developing EAP teacher expertise (Ding & Bruce, 2017) as shaped by my developing EAP teacher identity as a non-full time college faculty, which has crystallised as Theme C.

4.4 Theme C: EAP teacher role identity

The construction of theme C has been the most challenging aspect of the data analysis process. I expected it to be a continuation of my thinking pathway presented under theme A and theme B as well as a deeper and more critical engagement with my data.

The analysis of both data sets created a paradox of providing numerous sub-concepts and ideas that I consider important to reflect on while also proving to be *deficient* in shedding enough light on how larger sociopolitical forces and interests interpenetrate with my assumptions about teaching EAP and shape the realisation of my teaching during the COVID-19 pandemic, which remains a current debate. I was trying not to dilute my locus of analysis and critique too many aspects and ideas that I identified in the data. The analysis under Theme A and Theme B may be an indication for the influence of larger forces at meso, and possibly, macro levels that required a critique without introducing new themes and concepts that would transcend the analytical focus on the narrative.

The issues that Ding and Bruce (2017) outline remain current and in need of a critical engagement. The pandemic has further exacerbated the precarity of the occupational and employment status of EAP teachers in Canada (Corcoran & Williams, 2021) and the effect of neoliberal narratives on attracting and retaining students, particularly international students, on the meso and macro level (Edwards, 2020). I believe some EAP teachers may need to re-imagine and re-create their pedagogical practices almost entirely (Farrell, 2021) and adopt the use of Web 2.0 technology with little or no training or preparation (Todd, 2020). Such unpremeditated implementation of technological affordances may also pose challenges to the students on the micro level, which could further disrupt the teacher's approach and planned delivery of curriculum, according to some aspects of the data I generated:

‘For some [students], it’s the lack of a f2f contact that keeps them anxious. Many feel shy and reticent to open their mic and discuss live. We’re all learning as we go.’ (Set 1, 24/03/2020).

I had to make a conceptual leap from what I was able to configure out of my data in my intention to create researcher derived codes (Braun & Clarke, 2013), which could crystallise into a theme. In doing so, I may be able to demonstrate and critique my wider lens view of college education in Ontario, my current employment status as a college teacher and position in relation to the marketisation of EAP courses (Ding, 2015). For this reason, I made the intentional decision to continue engaging with the constructs and conflicts I was able to identify and configure out of both

data sets on the level of my classroom teaching, my EAP teacher role and its effect on my pedagogy and teaching approach.

Theme C was therefore created under the name ‘EAP teacher role identity’ after collating the following three codes:

Code 1: EAP teacher as Manager (adapted from Farrell, 2011)

Code 2: EAP teacher as Professional (adapted from Farrell, 2011)

Code 3: Effect of my employment status on my self-image as EAP teacher

This theme directly addresses all three research questions and can provide a discursive space for reflection on the shifting perception of whom I am *becoming* as an EAP teacher. Although Theme C will bring my data analysis and reflection to an end as far as this research is concerned, it has sparked my keen interest to continue this research agenda beyond the limits of this inquiry. I have therefore borrowed from Farrell (2011) and his Taxonomy of Experienced ESL Teacher Role Identity as one relevant model I can apply to the specifics of this study. My analysis and implications may expand on and further develop this taxonomy as part of my contribution to the literature on language teacher identity research in general, and studies of EAP teacher identity roles, which remain limited and fragmented.

As outlined under Theme A and Theme B, Farrell’s (2011) Teacher as Manager role identity strongly resonates with my reflections in the learning journal (Moon, 2006). Within this category, Farrell (2011) outlines 7 sub-identities, but I have utilised only two of these when analysing my data: communication controller and presenter. The other five— arbitrator, vendor, entertainer, juggler, and motivator, also relate to my reflections and represent how I portrayed myself in the classroom. However, I have mainly discussed classroom activities that positioned me as the one who controls all the communication in the classroom and is the main source of information.

To illustrate, my journal reflections before COVID-19 started, contain many examples showing that I would decide what learned-centred activities meant in practice, and what informed the decisions how to apply them in the classroom:

‘There are times, of course, in which I simply tell them what’s correct and what’s not’; Today’s class, albeit not a typical one, was reflective of my aim to allow them sufficient time to process, brainstorm, share answers with partners and then share them with the class.’ (Set 1, 03/03/2020).

‘I aimed to give them sufficient time to work on the verb tenses and elicit their answers, but some were becoming disengaged, so I turned the activity into a more T-centred one’; ‘we were running out of time, so I didn’t let them pair-check before taking the answers up’. (Set 1, 04/03/2020).

‘I’m trying to provide them with instructional scaffolding and some classroom practice as much as time permits’; ‘I called on them by their names to ensure all students participated.’ (Set 1, 06/03/2020).

I can identify a pattern in my teaching behaviour which suggests that although I aimed to utilise the communicative, albeit synthetic lesson framework (Anderson, 2020), the learners are portrayed as executors of instructions who had to follow the lesson stages according to my instructions. My reflections on practice as part of Farrell’s framework (2015) indicate that group work can be oppressive for some learners and may only serve the purpose of satisfying the teacher’s intention to create a learner-centred environment. The data demonstrate my determination to cover the planned material and complete the activities, even when such pedagogical decisions curtailed classroom interaction, increased my teacher talking time and further solidified my teacher dominance in the classroom.

The data generated after COVID-19, which represent the larger part of Set 1 as well as Set 2, are more indicative of Farrell’s (2011) sub-identity roles of ESL Teacher as Manager. I could easily notice how I became the controller and presenter of all communication when teaching virtually, even when the learners were working in break-out rooms.

‘I’d prepared a presentation and went step by step. I felt satisfied that the session went without any problems, and we managed to complete all the tasks I had planned.’ (Set 1, 22/03/2020).

‘I kept visiting each room every 3-4 minutes to make sure they all stayed on task and were actually discussing the topic assigned. I then brought them back to the main room, and as usual, the most active students shared their and their peers’ ideas with the class.’ (Set 1, 24/03/2020).

‘The rest of the lesson was quite instructional although I tried to do micro-teaching bits, after which I’d ask them to contribute with their ideas in the chat or open their mic.’ (Set 2, 17/05/2021).

‘I need to incorporate more discussions into the live class, and not just on the new content but also on how the class should be taught.’ (Set 2, 31/05/2021).

The unexpected virtualisation of instruction has highlighted certain practices and routinisation of my teaching that I had normalised before the pandemic started. From my perspective, the data analysis indicates a coping mechanism I may have switched on to face the challenges of transferring all instruction, communication, and assessment online with very little formal training. I think this behaviour is indicative of critical lapses in my technological pedagogical training and competence (Kurt, 2019). It has also demonstrated how the students were once again placed at the receiving end of the communication channel while I was focused on what Barkhuizen (2020) describes as personal-focused and practice-focused development.

It is also evident that the transition to online teaching further empowered me in my role of a communication controller and presenter of information (Farrell, 2011). As discussed under Theme B, I consider this process to be deskilling because I had to use my position of power and create a classroom environment that primarily utilised *my* pedagogical competencies. In my intention not to demoralise my learners as being less competent in online instruction, I de-humanised my teaching (Cook, 2001; Brown, 2007), departed from my adoption of a differentiated approach to teaching EAP and paid less consideration to the needs of my learners (Haque, 2007).

In all stages of this research, I have highlighted my position that the way I perceive myself influences my teaching performance and may shape the learning experiences of the students, based on how I structure my lessons, administer assessment, and interact with the learners. This research has therefore become a study about my own learning as an EAP teacher. Although I cannot divorce my view of self as a teacher from the institutional view of my status as a college professor, in this study I am only able to critique my subjective view of self against the experience of shifting in-person instruction to emergency remote delivery in March 2020.

To create Code 2, I also borrowed from Farrell’s taxonomy of ESL teacher roles (2011) and approached his identity role of Teacher as Professional from the perspective of my study orientation. Farrell (2011) suggests that the sub-identities in this cluster— collaborator, learner and knowledgeable, are not ready-made roles but may be individually constructed if the researcher takes a critical constructivist position to knowledge creation, as is the case in my research. As shown in Figure 3 below, teacher identity roles fall on a continuum from somewhat ready-made roles to identity roles that are personally and *professionally* constructed:

Ready-made Roles-----Individually Created Roles

Figure 3 Farrell’s continuum of teacher identity roles (2011)

My collaboration with fellow instructors, who were teaching the same level, was intensive and acted as a collective re-negotiation of my identity (Tsui, 2007). Our collective engagement with the tools we had to learn quickly and utilise in our classes strengthened our investment in the unpremeditated learning, imposed by the pandemic:

‘The college provided emergency training on BB Collaborate Ultra, Zoom, Microsoft Teams and making documents accessible online. It was mentally draining for me, and I believe for my fellow teachers. Every morning we had to attend live training, after which we’d get together to discuss how to proceed.’ (Set 1, 22/03/2020).

Wenger (1998) also suggests that this process of engagement and investment in our actions and development of our technological pedagogical skills (Mishra & Koehler, 2006) and teacher knowledge base (Borg, 2019) represents another aspect of identity identification, which is known as alignment. Wenger's (1998) three modes of belonging— engagement, imagination and alignment, help me to understand the effect of collaborating with fellow teachers during the forced pivot to online teaching on a much deeper level.

Negotiating my sense of identity is a social process, which presupposes interaction with the self, other agents, non-human elements in the social milieu and interpretation of social and political processes. However, the data indicate that I have planned my lessons and teaching activities in isolation from fellow teachers after the pandemic started. This may be a key factor why my EAP teaching has become much less socially oriented and almost entirely focused on my own teacher learning needs and dispositions. This disruption in the social aspect of my teaching realisations has thus made me rely on my knowledge and experience and prevented me from negotiating new meaning and knowledge with other teachers and the students as my More Knowledgeable Others.

Aligning my sense of *professional* self to the re-negotiated collective identities within our micro community of teachers from the same level has made me question my subjective perception of the sense of belonging. Both data sets contain examples, which are indicative of the critical importance of negotiating collective identity (Varghese et al., 2005) and impact on my teaching performance:

‘I also feel fortunate to have been teamed up with my current level *** (name of course) fellow teachers who demonstrated professionalism, approachability and willingness to collaborate and learn from each other.’ (Set 1, 22/03/2020).

‘During the level meeting, we discussed our approaches to teaching the *** class, which was useful in comparing how other teachers approach the task of teaching once a week, interacting with the learners and administering tests.’ (Set 2, 17/05/2021).

The other sub-identity within this cluster of Teacher as Professional, according to Farrell (2011), is learner, and I think this is a powerful notion, pertinent to this study focus. Without attempting to philosophise the term *learning*, I have identified many examples of deskilling in the data, which are already discussed under the other two themes. The data, particularly set 2, which is more analytical and critical compared to set 1, contain many reflections on questioning the need to (re)learn how to teach EAP in a virtual environment.

Data set 2 presents my reflection on adopting the TBLT (Nunan, 2004) so that the learners could be engaged in project work and encouraged to collaborate during the synchronous class as well as asynchronously on their own time. Although I did not think the class was suitable for the

implementation of this approach since it was only one class a week, I agree with Douglas and Kim (2014) that this approach to teaching can emulate the type of learning and academic tasks the students will be exposed to during their college studies. Adopting this approach could have been an important step towards my consideration and adaptation of teaching EAP as academic acculturation and invitation to the academic community of the institution (Hyatt, 2015).

Data set 2 provided ample examples of my consideration for the need to engage in reflection-in-action (Schön, 1987) and reflection-for-action (Farrell, 2012). My intention was to make the course content more transferrable and incorporate videos, texts and learning materials in multiple modalities which discuss contemporary topics, relevant to my students' life in Ontario:

'I think I need to consider how to make the content more transferrable. Project work? Not part of the assessment> they won't be willing to do it.... I can use the start-stop-continue technique.... the one-minute paper technique... Think-pair-share is also useful.' (Set 2, 31/05/2021).

'The assessment should be re-imagined as more creative work is needed.' (Set 2, 07/06/2021).

'I wonder if we (the teaching community) are doing enough to help them to understand that they'll have to demonstrate the ability to be independent and autonomous in their learning.' (Set 2, 14/06/2021).

'My position is that we should cover less content so that the learners engage more actively.' (Set 2, 21/06/2021).

The Teaching and Learning Handbook (2009), which I was provided with upon my employment at this public college, stipulates that the teaching and classes should be based on the adapted and more current version of the Kolb's Experiential Learning Cycle Model (1984). In my understanding, this model does not depart conceptually from the communicative lesson frameworks I have been adopting since my CELTA training in 2015 (as shown under Table 3, Theme B above) because it contains the review (activating schemata), learning (presentation and elicitation), application (restricted and semi-restricted practice) and adaptation stages (freer practice) stages.

However, I had to come to terms with how to adapt these stages to the fully virtualised environment so that I could not only cover the learning outcomes of the course but also engage the students and make their learning experience more meaningful. Figure 4 below presents an adapted version of the model, according to my understanding of its application in the EAP virtual classroom.

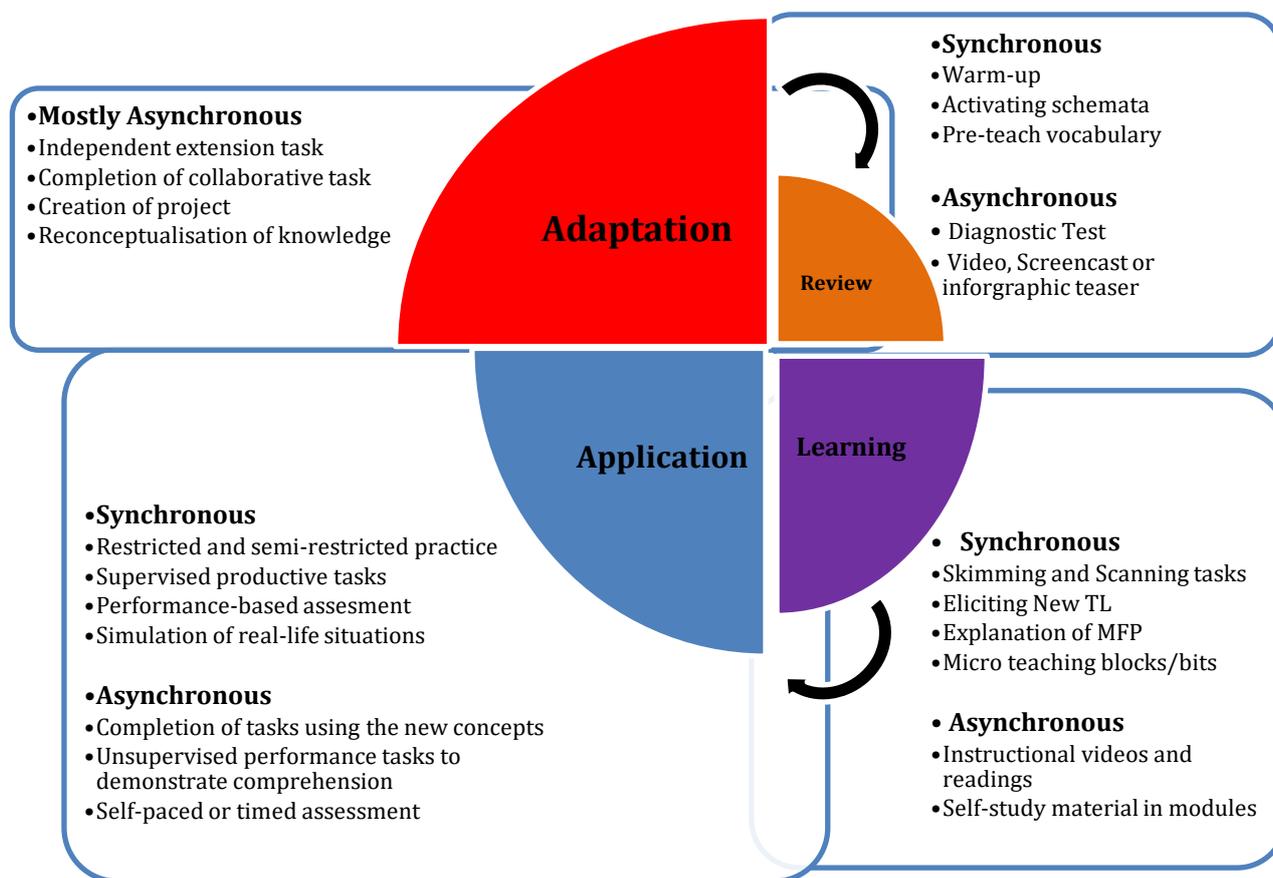


Figure 4 Adaptation of Kolb's Experiential Learning Cycle Model (1984) for online teaching and learning

The disproportionate size of the stages is intentional to show the amount of time the teacher and learners should spend on each stage. However, according to my journal reflections, I was only able to reach the Application stage in any given class, but much less time was spent on this stage than I would have considered sufficient. It is also identifiable to me that the stages interpenetrate, so I had to shuttle back and forth between the Review and Learning stages in my intention to adapt the class activities according to my perception of how actively the students were completing the tasks. The two single-headed arrows locate the most challenging lesson stages, which were either never reached during the live class, and the activities were assigned as homework, or I had to abruptly transition from the explanation of the target language and rush the learners into competing a restricted task:

‘I tend to start the lesson with more practical tasks for them to reinforce the content from the previous week and work in groups. I didn't have to modify or adapt the lesson stages or activities. I'd only add more practice activities for the last part of the lesson... Maybe I tend to fly with the fastest and most active students, and maybe I should reconsider my

approach so that less active or seemingly disengaged students will feel more encouraged to participate in some way.’ (Set 2, 07/06/2021).

This example clearly demonstrates the need to engage in *professional* learning and reconsider my approach to teaching EAP in an online environment. The sub-identities *collaborator* and *learner* under the Teacher as Professional identity role (Farrell, 2011) strongly resonate with my reflections and constructs I have identified in the data. The virtualisation of instruction should then serve as a space to revisit my teacher knowledge base, engage in a critical review of my teaching philosophy and principles and reflect *for* future action, which is a primary aim in this research study.

Drawing on some aspects of my analysis under Theme B about my role as sessional and part time faculty at the college, I generated Code 3 to explore what effect my non-full time employment status may have on my self-image as EAP teacher. I borrow from Ding and Bruce’s dichotomy of positioning EAP (2017) as both a profit-making activity, which is the outsider meso and macro level view, and a research-informed academic field, which represents an insider view from the perspective of some EAP teachers at micro level (Taylor, 2020). Exploring the insider view of EAP teaching in teacher narratives is needed in the Canadian context where there remains a scarce body of research which has examined the views and experiences of EAP teachers, apart from some notable exceptions critiqued in this thesis.

The outsider view of EAP as a profit-generating service that we deliver to students is useful in understanding how I positioned myself in the EAP classroom. I intentionally replaced the appellation ‘EAP professor’, which I used in my data, with ‘EAP teacher’. Public college teachers in Ontario are employed as part-time, partial load or sessional professors, which might create a divergent outsider view of college teaching as an academic activity, compared with the delivery of the EAP programme, based on teaching-only contracts for non-full-time faculty.

My *professional* background in ESL and completion of formal qualifications to teach ESL have helped me to progress to an EAP teaching career, but my temporary teaching-only contract as a sessional EAP teacher has positioned me closer to occupying a liminal space, which operates ‘on the margins’ (MacDonald, 2016, p. 107) of academia and academic activities. I agree with Taylor (2020) that job titles can be used as an othering tool and may bring the teacher closer to occupying a technical role, which entails learning on the job to complete each teaching contract successfully. In this way, I can identify another tension and misalignment between how I perceive myself and the image and position I am ascribed by students, the college and teaching community as an EAP professor.

Data Set 1 is focused on the technicalities of the EAP classroom I was researching, and my intention to create a learner-centred environment, in which I aimed to adopt a differentiated approach to teaching. In line with my analysis under Theme A and Theme B, I have identified tensions in relation to different aspects of the realisation of my pedagogy, and how I viewed myself in the classroom. This analysis is useful to inform the *looking-glass self-view* (Taylor, 2020) of an experienced ESL teacher who draws upon their teacher expertise and knowledge derived from ESL classrooms to teach EAP at an Ontario public college.

I was trying to normalise the tension created between the pedagogy and instructional approach, dictated by the learning outcomes of the course as well as the adoption of active learning strategies, and my own (ESL) pedagogy, based on the communicative language teaching paradigm (Brown, 2006). The journal entries before the pivot on 13 March 2020 do not contain examples of explicit reflection or consideration for the influence of the temporary employment status on my teaching. However, the sudden shift to emergency remote delivery further widened the conceptual gap between how I perceived myself and what I thought I was doing in this classroom, with a focus on lesson frameworks, assessment, interaction, and utilisation of Web 2.0 tools.

The emergency training, which all teachers attended between 16 March and 21 March 2020, distanced me from the view of a college *professor* for several reasons. One of these is the deskilling I described previously in this chapter, which was a major factor in bringing my self-perceived image closer to *being* an ESL teacher instead of *becoming* an online EAP teacher. As well, I had to reposition myself on a continuum of my technological and pedagogical knowledge and skills (Kurt, 2019) whilst maintaining the imposed image of *professor* that my students may have ascribed to me.

This ‘random on-the-job learning’ (Taylor, 2020, p. 18) and my purpose ‘to emulate what I would normally do under normal classroom circumstances’ (Set 1, 24/03/2020) shaped my core identity of ESL/EAP teacher and informed my research aim to understand how my perception of own identity influences my pedagogical actions in the classroom. Despite the fragmented collective identity of EAP teachers that I also identify with, and the tensions I have critiqued between the facets of my own identity, I cannot divorce the realisation of my teaching from how I perceive myself. Both data sets present reflections in which I wrote about the need to ‘reconsider some of my pedagogical approaches I have been using to make them more suitable for online interaction’ (Set 1, 24/03/2020):

‘My purpose these days is to keep the class going as normally as it possibly could while making the activities learner-centred and engaging according to my understanding of the terms, and what I think the students expect from me and the class.’ (Set 1, 27/03/2020).

‘What I *am* learning from this experience is that I need to keep exploring ways for a more effective online engagement.’ (Set 1, 03/04/2020).

The part of data set 1 generated during the virtual delivery of the programme reflects my struggle to continue teaching the class in an online mode, so the journal entries primarily centre around the importance that I gave to assessment, and how it directed the lesson dynamics and flow of the lessons. However, Data Set 2 contains more self-reflections *for* action, demonstrating what changes I might have needed to make for the following class, such as using different Web 2.0 tools to stimulate student engagement and participation (Set 2, 17/05/2021), utilisation of project-based work and incorporation of adaptation activities (Set 2, 31/05/2021) as well as re-imagining assessment to include more creative work (Set 2, 07/06/2021).

I also wrote that the extent to which I was willing to re-imagine my pedagogy and invest more actively in bringing my instruction closer to the students’ needs depends on ‘my role in this college as a *** (name of class) teacher, one who may or may not be given a new contract next session’ (Set 2, 07/06/2021). In the same entry I also questioned the extent to which I should ‘be concerned with my students’ academic well-being and development of skills to be utilised outside of our class.’ (ibid, 2021).

I can identify a strong connection between my perception of teacher self, realisation of my pedagogy and interaction with the learners. It is also evident that I tend to establish a relationship between my role in the college in terms of employment status and my investment in EAP teacher learning. The larger sociopolitical forces of neoliberal narratives and marketisation of higher education (Fanghanel, 2012; Trowler, 2003) may have resulted in an identifiable dominance over the employment status of EAP college professors in Ontario. This influence interpenetrates with my perceptions of teaching EAP and creates a dissonance between the image I envision for myself as imagined identity (Benson et al., 2013) and the reality of the Canadian EAP setting with its lack in teacher agency and precarity of the profession.

Thus, my current employment situation aligns more closely with the external, outsider view of EAP as a commodified service, institutionalised to generate profit than with the internal, (some) practitioners’ views of ‘EAP as a research-informed academic field of study’ (Ding & Bruce, 2017, p. 4) and practice. Against this backdrop, the lack of a professional accreditation body, EAP teaching competency framework, reflective of the Canadian EAP context, formal pre-service EAP training as well as the unsystematic and largely teacher-driven in-service training and development, may shift the EAP teacher’s focus from increasing their own and the profession’s cultural capital (Ding

& Bruce, 2017) to providing a short-term service, commissioned only when there is a student body in need of academic skills development.

4.4.1 How Theme C addresses the research questions

The analysis under Theme C, and the ideas I have identified, address all three research questions. This theme has also demonstrated my conceptual development and re-positioning from the main focus on the pedagogical aspects of my EAP classroom to taking a wider view of teaching EAP as a political activity, influenced by forces of marketisation and significantly affected by the global pandemic.

With the creation of Theme C, I have solidified my position that teaching EAP *is* identity work, as copious research has suggested. My EAP teacher identity is evolving, dynamic, malleable but also in an internal conflict as far as each facet is concerned. Addressing RQ 1, I have come to understand that despite my EAP teaching tenure, the in-service and ongoing *professional* learning initiatives I have taken to increase my EAP pedagogical knowledge base, the embodied and reflexive facets of my identities have not evolved significantly from perceiving myself as an ESL teacher. I believe I need to engage in further research, beyond the limitations of this study, to shed light on the conflict I have identified between my *professional* self-image, the projected identity I re-negotiate with my learners and the college, and the ascribed identity as a college professor.

My response to RQ 2 presents the realisation and portrayal of all the tensions, conflicts, and insecurities I bring into my teaching. These conflicts were further exacerbated because of the emergency remote delivery. At the same time, they created a dialogic space to critique some of my tacitly held assumptions and conceptions. Both RQ 1 and RQ 2 contain the verb *to evolve*, which implies a progression in development and learning in my understanding of the term as well as an increase in my knowledge and improvement of pedagogical skills. Whereas I have demonstrated a better utilisation of some Web 2.0 tools and scaffolding of my own development of technological pedagogical content knowledge (Mishra & Koehler, 2006), the generation of Code 1 implies a process that significantly departs from the concept of progressive evolvment.

The more effective utilisation of technological affordances has resulted in repositioning the power dynamics in my online classroom, as it became evident under Code 1. Although I may have collaborated, learned, and negotiated my *professional* identity more actively within our micro community of EAP teachers, it appears that my self-received role of Teacher as Manager (Farrell, 2011) overshadows all other facets of my pedagogical role. In response to RQ 3, I consider the lack of formal pre-service training in EAP pedagogy as well as my self-initiated attempts to develop as

an EAP professional the major factors, which have informed my pedagogical beliefs when teaching online.

The common thread that runs through all three codes and can effectively address the research questions is my employment status at this college. My latent analysis (Braun & Clarke, 2013) of the data, specifically set 2, indicates that I am less invested in the need to re-conceptualise my role and develop EAP specific pedagogy. My temporary teaching-only contract is renewed every two months, so the precarious nature of my EAP employment has re-positioned me as an EAP teacher with little cultural and social capital to create any change.

The teaching-only contract and lack of a clear career path leave my development at my own will and hence may assign me a peripheral role in generating EAP specific knowledge. Being placed at ‘a *watershed*’ (Ding & Bruce, 2017, p. 205; emphasis in original), it is not surprising that the data have revealed a tension in my already fractured and conflicting identity facets, trying to engage in professional transformation while doing a liminal activity (Ding, 2021).

In short, the analysis under Theme C has demonstrated that while I was engaged in developing my own pedagogical competence and teaching repertoire to reflect the realities of the emergency remote delivery, my learners were given fewer opportunities for peer interaction, lessons became more structured, and content was *delivered to* the students rather than facilitated and negotiated *with* them. My reflections have also shown that systematic in-service training is required to develop EAP specific pedagogical expertise and adapt my technological pedagogical content knowledge (Mishra & Koehler, 2006).

These critical aspects of my EAP teaching practice are also influenced by the discourses at meso and macro levels in terms of job precarity and teaching assignments, dictated by the interrupted recruitment of domestic and international students. I need to continue developing EAP specific pedagogy despite my employment status and liminal space it assigns me in the college, compared with full-time EAP faculty. My research focus on negotiating a stronger imagined EAP teacher identity thus requires a continuous engagement with the literature and active research agenda, focused on my *professional* practice to extend this research inquiry.

4.5 Chapter summary

This chapter presented my intellectual engagement and analysis of the two data sets after conducting complete coding of the data (Braun & Clarke, 2013). My aim was to intimately familiarise myself with my data and follow the six-phase process for doing analysis (Braun & Clarke, 2006; 2013), approaching it from deductive and latent as well as constructionist analytical

lenses to establish patterns of shared meaning. I realise that the analysis is constructed based on my subjective interpretation of this highly personalised, yet critical, narrativised account of my experience teaching two EAP courses during the forced pivot to online instruction.

Analysing these narrative data evokes a recursive process, which has taken me into different conceptual avenues to engage with the reflections, but reflexivity has been the theoretical and methodological position, adopted when developing the themes. Foregrounding the role of subjectivity and challenging many of my tacit assumptions have helped me to be transparent, *honest*, and ethical in my analysis. Being analytically sensible (Braun & Clarke, 2013) facilitated my justification for the reasons why I decided to group ideas and concepts under the three themes. I invite the reader to critique my reflections under each theme and determine to what extent my conclusions, reflections and implications relate to and can be transferred to their own *professional* context.

Although my analysis under Themes A, B and C, presentation of results, data samples and reflections on each theme may take the reader into different conceptual avenues to interpret my thinking and intellectual engagement, the reflections I presented after each theme frame my response to each of the research questions. I narrativised the process of data analysis and aimed to present a critical synthesis of how I scaffolded my teacher learning by critiquing the externalised account of the journal reflections. In this way, I challenged my assumptions, principles, and beliefs about teaching EAP, and utilised the data as my More Knowledgeable Other to conceptualise new avenues for continuous learning. The analysis I presented in this chapter has thus been instrumental in systematising specific and concrete actions I need to take to make the required transformations in my EAP pedagogy, and potentially improve the online learning experience of each student from my perspective as their EAP teacher.

The final chapter will contain an overview of the thesis, outline the *findings* of this study, claim my contribution to knowledge and present my plan for further research in the remit of EAP teacher perceptions and views of their teaching context. It will also offer my implications for the *professional* practice of EAP in the Canadian setting and beyond and set out a research plan as an extension of this inquiry.

Chapter 5: Conclusion

5.1 The researcher's journey and systematisation of study results

In this this research, I have addressed the following research questions:

1. From an autoethnographic perspective, how has the perception of my identity as an EAP teacher evolved over my teaching period at a Canadian public college?
2. How have my identity as an EAP teacher, and my pedagogical beliefs, evolved in the face of moving teaching online during the COVID-19 pandemic?
3. What factors have influenced the realisations of my pedagogical beliefs in an online context?

This thesis has become a study of the personal and *professional* self, 'making the familiar strange and the strange familiar' (Little & Little, 2021, p.2). My assumptions about the nature of the social world, knowledge re-creation and adopting the most suitable research methodology and method have been critically scrutinised and unpacked in the process of weaving an autoethnographic narrative, which is both evocative (Ellis, 2004; 2007) and analytic (Anderson, 2006). I was learning how to embrace 'uncomfortable reflexivity' (Pillow, 2003, p. 175) and critique many of my conceptions, tacit values, principles, subjectivities, and vulnerabilities.

Through the iterative process of writing and conducting a self-analysis, I was also learning how to develop my analytical sensitivity (Braun & Clarke, 2013) and construct knowledge, which is of theoretical and methodological value. In the messy and complex process of self-discovery through critical reflection-in-action (Anderson, 2019), I aimed to explore why the study of my identity is not just a private matter but is also a dynamic re-creation of the elusive nature of a social *reality*, which implicates other agents. Researching the self is therefore a method of inquiry and knowing (Richardson, 2002) about the social world, and how the researcher constructs and re-constructs their understanding of social practice, materiality, and identity development.

My research journey started well before the formal period of establishing a research topic, engaging with the scholarly literature on LTI, creating RQs, generating and analysing my data. I first drafted and re-drafted Chapter 3 because I had to subject my ontological, epistemological, and axiological assumptions (Crotty, 2003; Guba & Lincoln, 1994; Yilmaz, 2013) to a critical scrutiny. I became aware of the need to acknowledge the role of my values and beliefs in each step of this research journey. I approached the process of research from a critical social constructivist lens to

ensure my philosophical assumptions were in congruence with the theoretical orientation of the study and selection of research method/ology (e.g., Crotty, 2003).

As a novice researcher, I fell into the epistemic trap of selecting a method before considering how the researcher's philosophical assumptions and theoretical position have tacitly informed this choice. I immersed myself into the process of re-writing Chapter 3 several times, which is a demonstration of how I approached the application of my methodology as a messy, non-linear, practical, and even serendipitous endeavour (Thomson, 2020), which crystallises as the researcher's philosophical positioning about the social world and nature of knowledge.

Being transparent about my perceptions of the nature of reality helped me to acknowledge the role of my beliefs and subjectivities in this research. I realised that conducting an interpretative qualitative study may not necessarily lead to the transformative action in my EAP teaching that I felt my research should stimulate. Considering the *ethno* aspect of my inquiry, I was trying to avoid the risk of falling into the solipsistic epistemological trap and instead adopt the position that learning about the self is knowing about the social world and conceptualising ways how to 'make things better' (Sikes, 2015a, p.46). I have increased my awareness that self-critical and ethical autoethnographic accounts of lived *professional* experiences become a way of being in the social world. All the intellectual endeavours and challenges involved in crafting a research study with a methodological rigour and valuable contribution to knowledge and practice have increased my ability to utilise writing as a way of knowing about the self, others, and social processes.

I have also learned how to weave my assumptions and beliefs into a scholarly narrative, which foregrounds the role of the researcher's identity and its inextricable role in their classroom teaching. By navigating the quality criteria that I discussed in section 3.4 of Chapter 3 and attempting to be transparent and moral in reconstructing the experience of virtual EAP classroom teaching, I have identified, systematically and critically, what theories, principles and concepts underpin my pedagogical practice. More importantly, after conducting the TA of the data in Chapter 4, I identified specific aspects of my teaching approach, teacher knowledge base as well as pedagogical and technological content knowledge (Kurt, 2019), which require a transformative action.

Table 4 below outlines and systematises the key results and interpretations of my data analysis process, and which research questions are addressed and investigated by each result and conclusion. Ideas and concepts that I have identified and analysed under each theme interpenetrate and portray the perceptions of one EAP teacher's evolving identity negotiation during and after the forced pivot to online instruction. The construction of these themes resonates with key issues and positions in the

literature on language teacher identity as one being in an internal conflict between the different facets and critical impact on my online teaching realisations.

Table 4 Systematisation of themes, results, and investigation of the research questions

Theme	Result and Interpretation	Addresses which research question/s?
Theme A	<ul style="list-style-type: none"> • Assumed an empowered position, which resulted in <i>othering</i>. • Reverted to a Teacher as Manager role and shifted away from a Teacher as Facilitator role. • Disrupted pre-pandemic philosophy and principles of teaching and created a virtualised teacher-centred classroom. • Struggled to <i>become</i> and identify as an online EAP teacher. • Identified a conflict between the reflexive and projected/ascribed facets of my identity. • (Re-)Constructed a fragmented image of my imagined identity as an EAP teacher post-COVID-19. 	<ul style="list-style-type: none"> • RQ 1 and RQ 2 • RQ 1 and RQ 2 • RQ 3 • RQ 1, RQ 2 and RQ 3 • RQ 1 and RQ 2 • RQ 2 and RQ 3
Theme B	<ul style="list-style-type: none"> • Unpremeditated use of Web 2.0 tools revealed lapses in my EAP teacher learning before and during the pandemic. • Identified a lack of proper pre-service and systematic in-service technological competence training, which disrupted the realisation of my online pedagogy. • Highlighted the limited interactional competence, which is unilateral and not conducive for online learner engagement. • Use of Web 2.0 tools shaped my online EAP teacher identity, which resulted in deskilling of pre-pandemic pedagogical competence. 	<ul style="list-style-type: none"> • RQ 2 and RQ 3 • RQ 3 • RQ 2 and RQ 3 • RQ 1 and RQ 2

	<ul style="list-style-type: none"> • Identified a lack of training and experience in creating and administering suitable online assessment. • Highlighted the need to build a <i>solid</i> EAP teacher knowledge base and develop a specialised post-pandemic EAP pedagogy. 	<ul style="list-style-type: none"> • RQ 2 and RQ 3 • RQ 1, RQ 2 and RQ 3
Theme C	<ul style="list-style-type: none"> • Dominant ESL teacher identity still shapes my perception of EAP teacher-self. • Underscored the need to further research the conflict, identified between my <i>professional</i> self-image, my projected identity and image (possibly) ascribed to me by learners and college. • Identified tensions, conflicts, and insecurities I bring to my teaching, which created a dialogic space to critique assumptions and conceptions about ESL and EAP teaching. • Development of EAP specific pedagogy and expertise requires a more critical analysis of influences of larger forces at meso and macro levels in light of my temporary status at the college, and teaching-only contracts I may be given each two months. 	<ul style="list-style-type: none"> • RQ 1 and RQ 3 • RQ 1 and RQ 2 • RQ 1, RQ 2 and RQ 3 • RQ 2 and RQ 3

As the table shows, this inquiry represents the starting point of a longitudinal and critical journey of EAP teacher development, not just as teaching skills learning, cognitive development of teaching principles (Farrell, 2019) or raising my pedagogical methods meta-awareness. My data analysis, results and conclusions have clearly highlighted the need for a continuous reflective and reflexive re-construction of my embodied and reflexive identity facets (Benson, et.al., 2013) to harmonise them with the projected, imposed, and ascribed aspects of my identity (ibid, 2013). Due to the limitations in time and scope of this research, I have only been able to identify some critical aspects of my teaching realisations that require further reflection-for-action and transformative practical

methodological decisions over longer research periods and investigation of other EAP teachers' as well as EAP students' perceptions.

In response to research question 1, Theme A indicated a shift back to a more teacher-centric classroom and deductive approach to teaching the EAP courses as part of this research study. The dominant identity of an ESL teacher and unpremeditated pivot to emergency remote delivery factored into the negotiation of an EAP teacher identity, which is in conflict within its facets, is in developing stages and in need of further critique. Theme B supported this reflection by shedding light on how my adoption of Web 2.0 tools to teach the synchronous class resulted in deskilling of my pedagogical and technological competence, which highlighted the need to develop EAP specific pedagogy and expand on my knowledge base. Under Theme C, I explored how my perception of temporary employment status exacerbated my pedagogical insecurities in my developing identity as an online EAP teacher and pointed to the need for further research into the effect of meso and macro discourses on my perception of self.

In response to question 2, Theme A identified a struggle to *become* and identify as an online EAP teacher, which prevents me from constructing an imagined identity post-COVID-19. Reverting to pre-pandemic lesson frameworks, which were not planned for online teaching, ensured I could develop my e-interactional competence that I analysed under Theme B during the pivot. This theme also revealed the critical influence of my previously fossilised disinterestedness to adopt Web 2.0 tools, which constituted a major element of online teaching. Theme C supported the position that my pedagogical realisations are informed by my image of teacher self, which is significantly influenced by the college and Ministry's framework of transferable skills (Ontario Ministry of Colleges and Universities, 2009) and EAP learners' induction into the academic community of the institution. This theme underscored the necessity of adapting my pedagogical approach to help the students to achieve the academic goals in the EAP programme and progress to their college studies.

In response to question 3, Theme A aligned with previous research findings that emergency remote delivery departs pedagogically and methodologically from online teaching, informed by curriculum design, instructional and assessment strategies that build a *solid* identity of an online teacher. I was struggling to identify as one such teacher because my pedagogy, interactional patterns and assessment deployment were designed for in-person classes, as Theme B has demonstrated. One factor for the disrupted interactional patterns in the online classroom was my unilateral utilisation of technological tools that I selected, which may not have been the most conducive ones for learner engagement. Another critical factor was the lack of systematic technological training during my pre- and in-service teacher learning. Theme C indicated a dominant ESL teacher identity, which did not

constitute a solid technological competence. This appeared to be a major factor in utilising ESL methodology and teaching approach to teach a fully virtualised EAP class.

Minimising the tensions that I have identified between the different facets of my identity and addressing the struggles navigating my conflicting identity roles of Teacher as *Manager*, *Professional* or *Facilitator* of learning (Farrell, 2011) can thus be achieved by eschewing my previously professed disinterestedness in the sociological nature of knowledge of critical EAP (Ding, 2020). I have identified the need to build a stronger EAP teacher identity, continue exploring my perceptions of lack of *professional* status and establish a position of an EAP teacher-researcher who can make transformative decisions, based on the study of my own practice and continuous critical engagement with current research.

My educational and research journey should then continue with a deeper exploration of teaching EAP as a critical science, underpinned by the development of EAP specific pedagogy, engaging more actively with the theoretical underpinnings of the field, and shedding light on my conflicting personal and *professional* identities to contribute to the limited body of works in the remit of EAP teacher identity construction in Canada. I need to engage more actively with (inter-) disciplinary discourses (Ding & Bruce, 2017) to reconceptualise how to create opportunities for EAP learners to develop academic discourse competence (Bruce, 2019). This is a particularly pressing issue, as my data analysis has shown, because of the liminal space I currently occupy in my employment status and my *professional* struggles to contribute to the EAP knowledge base, which can be ‘facilitative of pedagogical praxis’ (Belcher, 2013, p. 546).

I am particularly interested in developing my ability to be introspective, self-analytical and self-critical as well as reinforcing my qualitative sensibility through collaborative autoethnography (e.g., Roy & Uekusa, 2020) with fellow EAP teachers from the same context or across other public colleges in Ontario and Canada. My doctoral research has been indicative of the embedded and built-in reflective mechanism in writing (e.g., Farrell, 2020). I have also solidified my position, following Ellis (2004; 2007) and Ellis et al., (2011), that writing about my own lived, *professional* experience is a method of knowing about others and the social world. Drawing upon this experience and my reconceptualisation of narrative research, I aim to collaborate with fellow EAP teachers to understand and theorise how each individual story can contribute to a better understanding of the role our personal and *professional* identities play in our EAP teaching context.

Theorising our stories is ‘a political, socially-just and socially-conscious act’ (ibid, 2011, abstract), a social practice (Kamler & Thomson, 2004), which helps the researcher to establish a conceptual bridge between their own understanding of constructs they are researching and engaging

in a critical dialogue with the conclusions, suggestions, and implications available in the scholarly literature. My doctoral journey has also indicated that writing is identity work (Kamler, 2001), so adopting the method of writing as a research tool can lead to identifying aspects of my teaching practice, philosophy and principles that require transformation and critical re-appraisal.

As an extension to this research inquiry, conducting a collaborative autoethnographic study on the ways in which our fragmented collective EAP teacher identities shape and colour our teaching realisations and learning experiences of the students, can be a valuable contribution to the limited body of knowledge on Canadian EAP teacher identity and identity roles. My doctoral work has indicated that weaving together an evocative and analytical account of my highly personalised experiences in the online classroom can produce a ‘thick description’ (Geertz, 1973, p.10) of our sociocultural and sociopolitical context, which may resonate with fellow EAP teachers’ experiences and understanding of their identity roles in their teaching practice. In this way, I can make my personal experience more meaningful (Ellis et al., 2011) because I believe any one aspect of my own experience, reflections and analysis may intersect with the multilayered and superdiverse social contexts of EAP teaching in Canada and abroad.

This research journey has been serendipitous and unpremeditated in many of its components. The onset of the global pandemic disrupted our *normal* social lives completely but also created a space for introspection, reflection, and interrogation of my own identity. My research has thus disrupted the normalised teaching practices I had adopted prior to conducting this inquiry. I would not be able to reach such a deep level of self-analysis had it not been for the pandemic, which coincided with my first data generation period and dictated the course of my research journey. I suggest that this increased self-awareness and conscientisation of my social positioning (Freire, 1972) creates a space for change and adaptation in my EAP pedagogy through the lens of my shifting identities.

In short, EAP teaching is a political activity, which may impact on the lives and experiences of many students that I teach each year in my role as a sessional college teacher in Ontario. The classroom then becomes a site of moral and educational responsibility, which is expressed through my positions of power as my learners and I continuously negotiate our roles in this micro-community. This research study has shed light on how one EAP teacher, whose personal and *professional* background can potentially share similarities with other Canadian EAP teachers (Corcoran & Williams, 2021), explored the ways in which his perceptions of different identity facets shaped his teaching realisations in the classroom and the learning experience of the students. The ensuing section will thus address what contribution to knowledge and practice I claim, based on my data analysis and results.

5.2 Contribution to knowledge, research methodology and further research

As the previous section indicated, this research has become a study of the self, hence a study of my understanding of others and social reality. I have had to penetrate many layers of my own conscious understanding of whom I am *being* as a person and EAP teacher, expose my subjectivities and vulnerabilities and learn about my own self through reflective writing and study of identity. The analysis and reflections have demonstrated that teaching and interaction with my learners are both a product and process of continuous learning about myself. My thinking, theoretical positions, concepts, and principles may affect other people in my role as a college professor, so I carry the moral responsibility, grounded in my understanding of ethics of care (Denzin, 1997), to clarify what contribution this study has made on my learning and potential transformation as an EAP teacher.

Therefore, in this study of *professional* ontogenesis, I have increased my awareness of the need to be continuously introspective and subject many of my pre-pandemic fossilised teaching principles and approaches to a critical reappraisal. My ESL teacher knowledge base and skills set are then in need of revitalisation and regeneration to bring them closer to the realities of online and hybrid EAP classrooms, in which the learners possess different needs (Ding & Bruce, 2017) from other ESL learners. In this way, I should be more focused and active in my own *professional* learning, which as a part-time and sessional faculty, becomes my own responsibility (Ding, 2018) as an in-service EAP teacher who entered this field, supported by the educational preparation and experience as an ESL teacher.

This research has given me a powerful impetus to revisit my teaching skills and conceptualise new ways to engage learners online, relinquish some of my teacher power and approach EAP teaching as a dialogic process, in which the learners are placed as active agents in knowledge construction rather than as passive recipients of instructions, content and course grades. I will continue to learn the *generative words* (Freire, 1972) of my EAP students, becoming more conscious of diversifying ways of expressing their needs and exercising their own, learner power in their role in our classroom, which according to Freire (1972), is a change in my ‘philosophy of existence’ (Crotty, 2003, p. 148).

I believe I can claim a methodological contribution to the EAP body of knowledge after creating a synergy between my autoethnographic approach, writing as doing research and utilisation of Farrell’s framework (2015). To the best of my knowledge, this research inquiry is the first to employ these approaches and models into the same study of EAP teacher identity in the Canadian context. I

believe I have demonstrated the potential that autoethnographic approaches hold to theorise EAP teacher *professional* and continuous learning.

As my literature review demonstrated in section 2.4, Canadian EAP teachers represent a diverse demographic and possess disparate educational and teaching credentials. Their highly personalised accounts of *professional* experiences and role of own identities in their pedagogical realisations can be effectively studied in teacher narratives and autoethnographic accounts to address the ontological and professional insecurity (Ding, 2018) and lack of systematic studies on EAP teacher beliefs, values, and personal theories. In this way, such studies can address the research gap in exploring EAP teacher identities and identity roles in the Canadian setting as well as in BANA countries (Ding & Bruce, 2017) and beyond.

My analysis and exploration of personal and *professional* self have also underscored the importance of incorporating critical autoethnographic narratives (Yazan, 2018) into pre-service TESOL preparation programmes and courses. According to the reflections I wrote on Farrell's framework (2015), I was never explicitly instructed how to adopt reflection or recognise the role of my background and previous learning experience on my future teaching persona. Language teacher identity, as my literature work has indicated in section 2.2 of Chapter 2, informs and shapes the principles and approaches ESL and EAP teachers adopt to teach their learners. Against the significant body of knowledge on LTI, which has unanimously established the integral role of teacher identities as pedagogy (e.g., Morgan, 2004; 2009), the lack of explicit focus on personal narratives as a learning tool during teacher preparation courses is alarming.

I therefore believe that my methodological contribution in this research may encourage other EAP and ESL teachers to explore how their facets of identities shape and affect their pedagogical realisations. Such practices should become systematic in EAP teachers' continuous *professional* learning, especially because of the lack of specialised pre-service EAP teacher training (Ding & Bruce, 2017; Taylor, 2020). Incorporating such courses as part of second and foreign teachers' formal education could contribute to a specialist EAP knowledge base which may lead to an increased impact and accumulated social and cultural capital of EAP teachers.

Social, interpretative, and critically oriented research like the present study, conducted as critical autoethnographic teacher narratives, may offer valuable insights about the potent role of larger discourses at meso and macro levels on each EAP teacher's practice. Through the exploration of the effect of my identity on my classroom teaching at a micro level, I was able to juxtapose the perceptions of my identity role as a college professor, and how I perceived the recognition of my role by the college, dictated by the teaching-only contract. I was able to reach a deeper level of

understanding of the need to explore my EAP practice through the lens of my LTI and shift the perception from being *just* a language teacher to becoming a researcher of my own practice as a form of autoethnographic EAP research.

The results I have presented may provoke some EAP teachers in the Canadian context and beyond to evaluate my analysis of the constructs I have investigated and stimulate their critical engagement with their own perceptions of their classroom practices through the prism of their shifting identities. The contribution of my study to the limited and fragmented body of works in this remit can then serve as a provocation for teaching professionals, researchers, and perhaps administrators to investigate various intersectional aspects of Canadian EAP teaching discourses, particularly as autoethnographic teacher narratives.

I believe that this study design, which combines and draws upon several forms of autoethnographic approaches, writing as a method of knowing and researching as well as utilising Farrell's framework (2015) with its theoretical and analytic flexibility, may be replicated and adapted by other EAP teachers in the Canadian tertiary setting and beyond. Studies of EAP teachers' experiences of shifting to emergency remote delivery during the global pandemic and post-pandemic teaching, such as Englander and Russell's (2022) inquiry into Canadian EAP students and teachers' perceptions of the pivot, will be a critical development of the already popular narrative approaches in TESOL. My study may therefore be of interest to Canadian EAP teachers and other stakeholders who might feel encouraged to critique my analysis, conclusions and results I have presented in Chapter 4.

If research such as the present study can create more awareness and encourage interest and dialogue about the pressing need to understand Canadian EAP teachers' ideas, beliefs, and perceptions of their professional experiences, this may result in a more nuanced understanding and productive debate around the lack of institutionalised status of Canadian EAP teachers. My autoethnographic account has demonstrated that a study on any one aspect of our EAP practice can serve as a conceptual and analytical tool to investigate the influences of larger sociocultural and political forces which shape the realisation of EAP curriculum, forms and methods of assessment and pedagogical approaches.

Although it remained as an occluded theme within my data analysis, my employment situation, effect of job precarity and replaceable agentic role I currently occupy with the public college sector in Ontario requires further analysis. The tensions between each of my identity facets may be indicative of a larger issue, which crystallises as my teaching realisations. Writing each of my reflections after teaching a class made me aware of the need to address the issues of job precarity,

lack of *professional* recognition and liminal status which I believe I am ascribed as an EAP teacher in Ontario as a central focus in a future autoethnographic study. Critical social constructivist research, which explores teachers' perceptions of their practice, can therefore shed light on the influence of larger discourses in order to stimulate discussion about the necessary transformative action, which addresses EAP teachers' employment and institutional status within the public college system in the province.

In short, this study has indicated how investigating the very technicalities of my pedagogical practice can inform a deeper engagement with developing EAP specific pedagogy, increasing teacher expertise and implementing EAP teaching methodology, which remains an 'occluded theme' (Ding & Bruce, 2017, p. 103) in EAP literature. I have demonstrated how I conceptualise EAP teaching through my perception of identity and background in ESL teaching, which is a common career path for many EAP practitioners in Canada, according to Corcoran and Williams (2021). I therefore invite fellow EAP teachers to conduct systematic, critical, and active research of their own practice and share insight on their understanding of the overall role of Canadian EAP classes, their role as EAP *professionals* and provide specific recommendations on how to reconceptualise EAP teaching methodology in the Canadian context and beyond.

5.3 Implications for (my) EAP professional practice in the Canadian setting and beyond

Although autoethnographic research is writing about the social world as well as a method of knowing about the experiences of others by reflecting on my own (Ellis, 1993), I am cautious of the limitations of my approach and this methodology. As I explained in section 3.4 of Chapter 3 and this chapter in the previous section 5.2, I believe my reflections, analysis and study results may pertain to similar EAP settings and be interpreted according to the contextual and situational dynamics of the specific teaching context. Teacher narratives now take a central place in narrative research (Barkhuizen, 2020) and can be a valuable source of insider knowledge to stimulate further research into EAP teacher identity.

Based on my reflexive (Berger, 2015; Mauthner & Doucet, 2003) and socially constructed description of my lived experiences (Geertz, 1973; Ellis, 2004), I can make several recommendations about the *professional* practice of EAP teaching in Canada. I believe that teacher-learner narratives should be integrated into TESOL, and specifically EAP, pre-service teacher training programmes. My literature analysis in Chapter 2, section 2.3, suggested that reflection and reflective practice are now integral to second language teacher preparation courses, but my position

is that inducting novice teachers how to be reflective based on the established models (Farrell, 2015), requires more time, commitment, and engagement than the trainees are usually allowed in such programmes (Jones, 2020).

Personal narratives can be powerful vehicles for introspection, reflection, and transformative action. They are more meaningful, contextualised, and flexible than an established model or framework which contains levels or stages the teacher-learner must follow to consider their reflective journey complete. Such practices may be ‘faked’ (Anderson, 2020, p.4) because the teacher learner may not have sufficient time to be deeply introspective and self-analytical during an intensive course or possess sufficient teaching experience to reflect on.

I suggest that teacher personal narratives as a form of CAP (Yazan, 2018) can be particularly valuable during EAP teaching preparation courses, which are currently somewhat unavailable for pre-service EAP teachers. EAP teachers possess diverse educational and *professional* experiences and expertise (Jones, 2020; Taylor, 2020), which require a careful and critical examination of how they can be utilised and adapted to meet the specific learning needs of EAP students. Anonymised teacher narratives may not only prompt more critical reflection for further action on their own teaching practice, but they can also contribute to a corpus of EAP teacher voices, which can help build a stronger collective voice (Jones, 2020).

According to the handbook of the college in question and Ontario Ministry of Colleges and Universities set of essential employability skills (2009), EAP instruction should not only develop the academic discourse competence of learners (Ding, 2019) but also contribute to the holistic development of students. Each teaching and learning session should provide opportunities for EAP learners to improve their individual analytic, intuitive, and non-verbal skills, which are the prerequisites for the cultivation of active learning strategies.

I therefore suggest EAP teachers should integrate communicative lesson frameworks, such as integrated receptive skills, language focus and productive skills, TBLA and project-based learning, into the Experiential Learning Cycle model (Kolb, 1984). This recommendation is based on this autoethnographic study but is commensurate with the current trends in second language and critical EAP research to humanise our teaching and adopt a more differentiated approach with each EAP learner.

In this way, EAP *professionals* can draw upon their theoretical knowledge base as ESL teachers and adapt lesson stages so that each EAP lesson covers all four stages of the model, with a particular focus on the Practice and Application stages. Based on my analysis, I suggest that the course material and teachable content should be adapted so that the teacher can plan for more authentic practice,

group work and application of knowledge. To achieve a transformation in my EAP pedagogy, I should then consider the implementation of analytic syllabi, which expose the learners to disparate assignment genres, text processing, application of language systems to create textual coherence and cohesion.

My analysis has also demonstrated that, as an EAP teacher, I should aim to establish power balance structures, which emulate the college experience of the learners. This can be achieved through seminar classes, in which the EAP learner is placed at the centre of instruction and is supported during their completion of course tasks and assessment through the necessary skills of researching, synthesising, and presenting information in different modalities. I should continue my critical engagement with my teacher power and its influence over the learners and conceptualise new pedagogical practices which will allow them to decide on their preferred mode of course delivery, mode of expression, and formal assessment.

A conceptual shift in my *looking-glass self-view* (Taylor, 2020) is required to reconsider the pre-pandemic role I had as Teacher as Facilitator instead of Teacher as Manager, as Farrell (2011) posits. I should also focus on ways in which I can project an image of and be recognised as a college professor who stimulates active learning and accepts the learner's voice. I follow Canning (2010) who states that mature learners can be more self-directed and require less teacher control, so EAP classes should follow a progression from implementation of teacher's pedagogy, informed by adult learning principles, and enter the domain of heutagogy. As I realise the learners may have different expectations and needs from the EAP course, I recommend a hybrid approach to teaching and learning of EAP.

My position is that the EAP teacher takes a central place in adapting the delivery of the curriculum, course learning outcomes and assessment elements, and encourages the learners to extend, develop and design their own map of learning and method of assessment towards the end of the course. My data analysis and results have shown that even though relying exclusively on my ESL teaching experience does not satisfy the needs of my learners, it can be a valuable source of innovative pedagogical practices at the beginning of the course, which can stimulate engagement and revitalise class atmosphere and ethos.

Fostering learner independence more actively can also be a function of the EAP teacher's improved pedagogical and technological content knowledge (Kurt, 2019). According to this study, Web 2.0 tools became central to the delivery of EAP instruction after the pandemic started in 2020, after being somewhat ancillary and to a large extent optional in my EAP teaching before March 2020. My study results suggest that such tools can encourage learner engagement, and stimulate

class practices, informed by the heutagogical approach (Blaschke, 2012) to teaching adult EAP learners. The conclusions, based on the data I generated, demonstrate a deskilling in terms of my use of such tools because I started using a PPT presentation to give my lessons more structure and ensure all content was delivered during each class.

The final recommendation I can make, based on my analysis, is about the critical need to research EAP teacher assessment literacy. In line with Huang's (2018) argument that there is a dearth of research in this field in the Canadian context, this research lacuna presents a stark contrast against the importance that EAP students give to assessment during their studies. As the data analysis has shown, in my perspective the learners tend to demonstrate a keen interest in course assessment and how it is administered, but they are allowed little latitude in determining their preferred mode of assessment and expression. Improving my own assessment literacy to integrate assessment *for* and *as* learning into course components is also an element of the transformation I hope to achieve because of this study.

My reflections contained many examples where I exercised my power to decide on the type and mode of assessment which my learners will complete in our EAP course. If EAP teachers reflect on their beliefs and conceptualisations of assessment in a teacher narrative, this may lead to a shift in perception about their role in evaluating students' work and performance as well as the need to adapt assessment practices *as* learning (Weimer, 2013). Reconceptualising assessment *as* learning may bring EAP teaching closer to the fundamental purpose of this discipline to develop learners' academic discourse competence (Hyatt, 2015) and better prepare them for their academic journey.

In conclusion, the recommendations and possible implications for the *professional* practice of Canadian EAP teachers I have proposed in this section are based on my reflexive accounts and lived experiences in this autoethnographic study. I emphasise the fundamental principle of autoethnography that 'personal troubles may reflect public issues' (Jones, 2020, p. 9) and that 'we must recognise that we are not removed or separate from other human beings who populate our tales' (Adams, Holman Jones & Ellis, 2013, p.675). Telling our EAP teacher stories *is* research and can be a method of re-learning and knowing about ourselves, our values, principles, subjectivities, and vulnerabilities. It can also be a reflexive and transformative way to 'make things better' (Sikes, 2005a, p.46) for us, our students and anybody else who is implicated by our story— 'however lightly and tangentially' (Sikes, 2004, p.32).

5.4 Epilogue

‘I can’t even remember what I did last Monday; it is all one big blur now. Perhaps I was still in confusion, trying to come to terms with the new reality the world is now living in’ (Set 1, 22/03/2020)

‘Second week of online classes! As a matter of fact, it feels like having a lot more to do in terms of preparation and marking, and less interaction with the students. Nevertheless, I’ve been enjoying this opportunity to try teaching online. Now or never!’ (Set 1, 31/03/2020)

‘To what extent are the skills they’ve been developing and honing in this level transferrable to other courses and beyond the college context?’ (Set 2, 21/06/2021)

I am feeling ambivalent about my research journey; I know I have come a long way since I first started thinking about this thesis, but what now? All this time, calculated in minutes, hours, days, and weeks which I spent thinking about the ‘what next’ part of my research journey, and the conceptual work I have done in this study, should lead to a transformation, a *positive* change in my EAP teaching. This research inquiry is about me, my perceptions of self, pedagogy, and development as an EAP teacher. However, without keeping my learners in mind and applying my conclusions and results to my teaching in practice, this research will not have the effect on my pedagogical performance to the extent I aimed to achieve through my journal reflections.

Can I *actually* apply all the recommendations and suggestions I made in the last subsection of this chapter? How will my students react to such changes? Although I use the collective terms ‘students’ and ‘learners’, I realise that they are diverse, different, unique, and perhaps heterogeneous in their expectations of our EAP class. I also tend to use the personal pronoun *I* universally throughout the thesis, but who I am *being* during different lesson stages, when I grade my learners’ work or plan our classes might not fully reflect that *self* who wrote the reflections, analysed the data, and created the recommendation for my own and possibly the professional practice of other Canadian or international EAP teachers.

Am I ready for the changes in my EAP teaching I wrote about in subsections 5.1 and 5.3 of this chapter? Are *all* the students ready for such changes in my pedagogy? What if I again assume the position of power, make changes in my approach but position some of the learners, if not all, at the receiving end of my instruction? I don’t have the answers to these questions now because they require further research, which needs to include the perceptions of my future students. I think conducting a collaborative autoethnographic study with my future students might offer some useful

insight into their perceptions and expectations in a way to bring our perceptions of what our EAP class should facilitate and offer.

So, what have I achieved through my research? I have come to the uncomfortable realisation that critical reflection requires formal training, deliberation, persistence, self-criticality, and *honest* appraisal of my teaching realisations. My teaching experience, formal training and on-the-job training might not be sufficient or responsive enough to the needs of EAP learners who expect an induction into the academic community of the college, not just upskilling of their language proficiency. I require a systematic and thorough revisit of my conception of specialised EAP pedagogy, adaptation of lesson framework and teaching approach along with integration of tasks and activities that emulate real-life scenarios, experiential, and outcome-based learning.

I believe this research has generated a powerful thrust to stimulate my reflexivity and critical engagement with my EAP teaching realisations. I hope my study will create interest with Canadian and international EAP teachers who will offer their position on my reflections. My perceptions of identity facets reflect who I am *becoming* as a teacher, but I need to bring the different facets to a harmony through re-connecting and conducting research with fellow EAP teachers.

This study can also be extended in the form of action research with my future EAP learners as co-creators of knowledge of teacher-student narrativised accounts of our EAP classroom. After all, this research study results, implications and my commitment to continuous learning and development as an EAP teacher may not serve any practical purpose unless I continue to re-imagine and adapt my EAP teaching methodology and pedagogy to make the learners' educational experience more meaningful and transformative.

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Appendices

Appendix A: Approval Letter, Ethics Application N: 032126, 20/12/2019



Downloaded: 13/04/2021
Approved: 20/12/2019

Plamen Kushkiev
Registration number: 170225081
School of Education
Programme: N/A

Dear Plamen

PROJECT TITLE: Exploring the emotional experiences of an English for Academic Purposes instructor in Canada: an autoethnographic study

APPLICATION: Reference Number 032126

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 20/12/2019 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 032126 (form submission date: 07/12/2019); (expected project end date: 24/04/2020).

The following optional amendments were suggested:

As outlined by one of your other reviewers "If your journal were to be accessed by others, how much of a concern would this be? You will not mention names or institutions, but given that it may be possible for others to know where you work and which classes you teach, I think it might be worth taking a few further steps to protect your journal data. Were you to share some very negative emotions, can you imagine a situation where that might be problematic if read by an individual who was able to make the connection between you, your institution, a particular class, and your experiences? I would err on the side of caution here and keep your journal only on password protected, encrypted computer(s) or in UoS approved clouds (i.e. Google Docs)."

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

Sophia Chahad
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix B: Approval Letter, Ethics Application N: 039770, 13/05/2021



Downloaded: 13/05/2021
Approved: 13/05/2021

Plamen Kushkiev
Registration number: 170225081
School of Education
Programme: Doctor of Education

Dear Plamen

PROJECT TITLE: Exploring the evolving identity and online pedagogical practices of an EAP instructor during the COVID-19 pandemic : an autoethnographic study at a Canadian public college

APPLICATION: Reference Number 039770

On behalf of the University ethics reviewers who reviewed your project, I am pleased to inform you that on 13/05/2021 the above-named project was **approved** on ethics grounds, on the basis that you will adhere to the following documentation that you submitted for ethics review:

- University research ethics application form 039770 (form submission date: 28/04/2021); (expected project end date: 21/06/2021).

If during the course of the project you need to [deviate significantly from the above-approved documentation](#) please inform me since written approval will be required.

Your responsibilities in delivering this research project are set out at the end of this letter.

Yours sincerely

David Hyatt
Ethics Administrator
School of Education

Please note the following responsibilities of the researcher in delivering the research project:

- The project must abide by the University's Research Ethics Policy: <https://www.sheffield.ac.uk/rs/ethicsandintegrity/ethicspolicy/approval-procedure>
- The project must abide by the University's Good Research & Innovation Practices Policy: https://www.sheffield.ac.uk/polopoly_fs/1.671066!/file/GRIPPpolicy.pdf
- The researcher must inform their supervisor (in the case of a student) or Ethics Administrator (in the case of a member of staff) of any significant changes to the project or the approved documentation.
- The researcher must comply with the requirements of the law and relevant guidelines relating to security and confidentiality of personal data.
- The researcher is responsible for effectively managing the data collected both during and after the end of the project in line with best practice, and any relevant legislative, regulatory or contractual requirements.

Appendix C: Set 1 and Set 2 Data Samples

day, so... Anyway (we did a verb tenses review activity) which to my surprise went really well. I gave them time to write the verb tenses with examples. I then asked two students to help me write them on two boards. This activity was more T-centred but it was revision, so I think it's fine. For the remaining part of the class, they worked on a writing diagnostic, because I asked them to choose their own topic and create an argumentative paragraph, this is always a problem for many. I helped many of them choose the topic and off they go! There were these two boys - Sami and Nazir, they seem to want to finish first and immediate come show me what they've written.

2. I think the most effective activity today was when they had to understand the assessment and then explain it to the class. It went well probably because they were extrinsically motivated to know what they need to do to pass the level with a good grade. It was interactive, student-centred and served its purpose well. I couldn't say that any particular activity was ineffective. I only wish we had more time to do the writing sample in class and then do a peer-assessment activity.

3. Most of the tasks were meant to be I-centred and except for the verb tenses revision one, all could classify as I-centred. The students were given the opportunity to understand what needed to be done and decide how to do it. I didn't nominate any particular students from the groups, so some volunteered. The handouts were provided in both hard and soft copy, so as a teacher, I try to be approachable and build an atmosphere of respect and trust so that the learners feel comfortable and encouraged to participate. I try to elicit and build on their prior knowledge most of the time. There are times, of course, in which I simply tell them what is correct or not, but I try to employ many L2CS and C2CS today's class, albeit not a typical class, was reflective my aim to allow them sufficient time to process, brainstorm, share with partners and then share with the class. My aim is to give them assurance that their voice matters and what we do and they way do it in class.

5. I could've spent less time on verb tenses since we're discussing them this week in-depth and allowed them more time to choose a topic, write, proofread and peer-eval.

March 4, 2020- Day 2

The class today was quite different from yesterday. First, some students dropped the class (who knows why and I don't want to think it's because of me. Even if that was the reason, what could I possibly do?) and some were present for the first time. This is always challenging because I had to go over admin stuff again such as registration for their Monday class, student calendar with due dates and changes and other course related activities. In addition to this, I only had two extra copies from the handouts I have them yesterday. So, that created little bit of fuss but I managed to make copies during break time. I mean I always make extra copies and keep them just in case, but I left the extras at home this morning. This is a minor thing but it affects the dynamics of the class, at least for me it does!

I wanted to make sure they were on the same page in terms of the content from yesterday- expectations from the course, best learning strategies, verb tenses revision. I had them work in...

develop their higher-order thinking skills

ground and pick one strategy they consider important to succeed in level 8 and share with the group. That activity was somehow successful as they were still waking up and warming up to the class. I tried to keep it interactive but I had to dominate the class in order to stick to the time limit and get them to work on topic. The classroom layout is very not conducive to standing at the board, interactive and white ones, are pointed at a different direction, so whichever place I stand in, there's always a student or two who can't see properly what I am writing or projecting. Today, going over the verb tenses was particularly challenging for me, because whichever board I would write on, it was either too small or not in the direct vision of all students. I aimed to give them sufficient time to work on the verb tenses and elicit answers but some were become disengaged so I turned the activity into more T-centred.

We worked on the meaning and use of Future Perfect and Future Perfect Continuous and then did two tasks before the break because we were running out of time, so I didn't let them pair-check before taking the answers up. After the break, which is only 20 min, I started explaining confusing verb tenses, using a PPT which I don't like doing. The slides had two examples of verb tenses and they had to explain which one was correct and why. As I only had 30 or so minutes to go, the PPT did the slides task on the spot and they ventured answers. I know it's not very learner centered but I consider it revision. The energy level was going down so I decided to group them and ask them to sit at a different table with different partners. They are doing something and the first step is choosing a partner topic and work in which to present. I decided to let them discuss that on the MFL app group and let me know tomorrow. So, I had them work with their new groups and groups share things we should keep in mind in terms of body language when presenting and five things to be careful about or not to do while presenting. They were given a white board, they wrote their answers and then two students from each group presented to the class. We were able to cover many aspects of non-verbal communication with this activity.

March 5, 2020- Day 3

No entry.

March 6, 2020- Day 4

I am in a good mood today. Well, I am like this every day, but today felt special for some personal reason. This, of course, affects how you approach the class preparation and sets quite a positive tone for the class. Even though it is Friday, we do have to do cover and discuss in today's class. Most students are present and we no longer discuss admin stuff, less two minor issues such as proper hand hygiene and choosing class reps, so we're doing some work on seminar, critical reading and grammar. Week 1 had a lot more instructional than I wanted it to be, but I hope this will pave the way for more learner-centred activities in the coming weeks. I started the class with two Kahoots on word formation and parts of words- roots, affixes, prefixes and suffixes. Though Kahoot is becoming less and less liked activity

Incidentally, I had to be on another live session with colleagues from the other college from 1pm to 3pm, during which they discussed the final exam there. I was passively listening while communicating with my students from this college. I assumed it might be a day of less pressure since they were busy doing two tests, but it turns out that I felt twice as busy and pressured. Again, I know this is all new to all, but I would anticipate the students would try to be a bit more independent, perhaps read the instructions several times and then email/ask me with a specific question instead of saying "I don't know how to submit the answers". Overall, it went well; expect for the students who had warned me she had had to travel back home, all students submitted the tests on time.

I know there is so much to reflect on, but I don't know where to start. My purpose these days is to keep the class going, as normally as it possibly could, while making the activities learner-centred and engaging according to my understanding of the terms and what I think the students expect from me and the class. The live class is on Tuesday, so I aim to stick to the lesson framework they are used to from our live classes with maximizing their talk time and engaging them in group work. The class on Tuesday is on writing a business report. Some students are also doing their seminars on Tuesday, so let's see how these will go.

March 31, 2020

Second week of online classes! As a matter of fact, it feels like having a lot more to do in terms of preparation and marking and less interaction with the students. Nevertheless, I've been enjoying this opportunity to try teaching online. Now or never!

We were supposed to start at 10, but there are always these two or three students who log in earlier and ask some questions. It's great, really, that they keep asking questions. These two students ask many questions in general, so I don't think it's because we've moved online. I taught of a good idea; many students email me with the same or similar question. So, I created a google live doc where they can type in the question, I respond so that all students can see the answer. Indeed, I learn as I go and ideas come naturally when I prepare for and teach the live classes.

The lesson today was on how to write a business report. We used a case study from the Market Leader course book and one of the case studies there on office romance. I asked them to work in groups and think about office romance, whether it is a negative practice and why

and if they think it's more common in the Canadian workplace compared to their home countries. We then looked at three case studies of a fictional company based in San Diego, Techno21. They again worked in groups but with different partners, and brainstormed ideas what they'd do if they were one of the participants in the case study. I was surprised to see that I had a steady attendance of 19/23, which is more than the regular number during the live class. The discussion went as expected; the students who always participate more actively volunteered to share what their group had discussed. In an online class, participation becomes optional unless (specifically call on a particulate student to share their ideas or answer.

The final part of the live class was on writing a business report. I had posted the instructions, guidelines and a sample report prior to class. These are also available in the hard copy of the course pack they were given at the beginning of the class. I went over the structure of each paragraph and what is expected from them. I must admit that this was done in a very instructional manner, which is quite different from what I'd normally do in the classroom. There were specific questions about each of the sections, after which I gave them feedback on their performance on the business circles. Several students emailed me after they saw their grades and said they were surprised I had graded their performance much lower than they expected even though they did their homework on time and worked hard. Although it is understandable that they'd have these expectations, I was surprised that they thought completing the assignment would guarantee them if not the highest grade, some grade near the highest one. I then touch based with the fellow teacher, and I was surprised to learn that business circles are graded quite generously. When done in class, all five groups would do the circles at the same time, so the teacher monitors if everybody is engaged, not looking at their phone or whatever! I must say I was quite surprised to hear that and given the circumstances that we can't really proctor the reading and listening tests, it does feel like giving grades for free. I've always considered myself quite a lenient marker, but after hearing this, I am not so sure about my marking strategies anymore.

I know the circumstances are what they are and that everybody is having hard time making things work, but I can't fathom how to grade students as objectively as I possibly could; not make them upset by making them feel that their time and efforts are appreciated while not doing something completely different from other teachers.

3. My intention was to approach each stage of the lesson with the intention to engage the learners and allow them more time to express their ideas. However, given the limited time of synchronous class, the amount of material to be covered and the fact that it was the first class, I'd say nearly half of the class was, the receptive part, was somewhat learner-centred whereas the second half, the teaching part, was predominantly teacher-centred. The learners didn't have sufficient time to practice or experiment with the new target language after learning or revising each part of speech. In terms of creating an inclusive environment, I strived to activate the closed captions on the video and let the learners decide how they will discuss their ideas and how will be reporting back to the class. I didn't nominate any students by name as I think I allowed them time to process the questions and volunteer their response whether in voice or in the chat box.

4. I felt I was trying to utilise all my knowledge and experience in order to customise the content so that more engagement on the students can be achieved. I know I could have used other web 2.0 tools such as Quizlet or NearPod, but I wanted to mimic what my in-person class would look like and reflect that in my synchronous class. It seems that I am trying to transfer my in-person teaching skills and repertoire and apply them to our virtual classroom. I am also using the knowledge and insight I gained from my CELTA training course back in 2015 even though teaching at a public college does have its specifics. I could also use the TBLT method and assign a task for the learners to collaborate on and while using English and the TL, they work together to complete the task. The college also recommends that each lesson is based on the Learning cycle model, which also starts by reviewing prior knowledge. This can be used to understand whether my lesson plan requires some adaptation, which is reflection-in-action. The second stage is learning, during which the content is presented. The learners are then asked to apply the concepts, primarily a restricted or semi-restricted task. The final stage is adaptation, which in language lessons is extension or a productive activity. I know the college requires that we plan the class in a way that the learners develop their transferable skills, or essential employability skills. This is the stage in which they need to demonstrate their learner autonomy and adapt what they learned in a way that it can be applied in their own professional context.

*person T
Sam the
Probanda*

-> TBLT

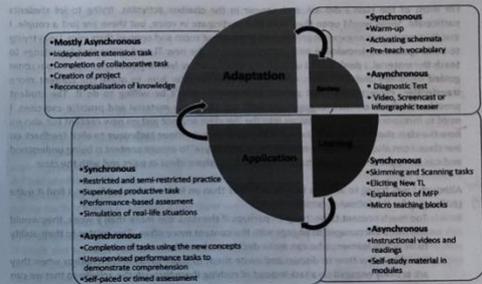
-> adaptation

- making content more transferable

- making discussion + explanation + dialogue

- more effective activity

- more of work done



- May 31st, 2021 class
- Prompts: Describe the lessons aims, materials, resources and technological tools utilised in today's class? Did you manage to cover all lessons aims? Did you have to teach on your feet today? If yes, explain how. If no, explain why not.
 - What interaction patterns did you employ in today's class? How engaged were the students in your view? What active learning and inclusive strategies did you utilise? Provide some examples.
 - Explain how you perceived your instructor role in today's class. Did it have an impact on the way you taught the lesson? From your perspective, how did you learners see you today, and did this affect your teaching in any way?

Today we had to wrap up module 1, which was based on parts of speech I didn't have time to finish teaching on May 17th. I don't know if I tend to be spending too much time on tasks that are supposed to be lead-in and prepare the learners for coming tasks and new material. I think I'm trying not to rush them and really give them time to process the material. Because we only meet once a week and last week was a start holiday, I pretty much had to re-teach what we covered last time briefly and finish module 1. We stayed for 3 hours online today with a 15-min break. I used a PPT, HSP, Quizlet and other live practice links to work on the new target language. I had to scrap some of the group activities as we were running short on time, which is something I'd avoid doing if I didn't have to cover the new content in 3 hours or less. I couldn't utilise the learning cycle model effectively today although I was still aiming for elicitation and engagement as part of every stage of the lesson. I think the lesson should incorporate more application activities. The adaptation task is pretty much similar to application, only done on their own time. > consider adaptation stage more significantly!

activity

For most of the class I did ask and answer in the chatbox activates, trying to let students participate. Some would open their mics and participate in voice, but these are just a couple. I saw that most were engaged in group work in breakout room and opened their mics. I was trying to build upon their knowledge and understanding of the new TL and utilise that knowledge to teach the material. I don't think I utilised any specific active learning strategies apart from some guided discovery and elicitation. I think I need to consider how to make the content more transferable. Project work? Not part of assessments? won't be willing to do it. The student provides feedback on their engagement with the self-study material and practice exercises. I need to incorporate more discussions into the live class and not just on new content but also on how the class should be taught. I can use the start-stop-continue technique to elicit feedback on our class. I can also use the 'one-minute paper technique' to ensure content is being understood and can be applied. Think-pair-share is also useful in share ideas in pairs and with the class.

Although I was trying to act as a facilitator rather than an instructor or professor, I find it quite challenging for the following reason:

- Too much content to be 'taught' - perhaps if the class was more than 1 week, they would feel more encouraged to engage with the content more often. This relates to their ability to be active learners who can make decisions about their own learning.
- I tend to allow time to discuss and invite them to share ideas in the chatbox when they are actively engaged on a task instead of rushing them through the activity so that we can move on.
- I inevitably turn the class into a lecture style despite trying to do micro teaching sessions which already incorporate opportunities for them to participate.

I think my intention to cover all the material is one way to ensure the class was successful. I also emphasise the importance of them participating as much as they can, so I think I'm trying to strike a healthy balance between being a facilitator and an instructor. However, I also tend to lecture at them, explaining concepts and ideas the way I think they should understand them. I think I don't engage in much of a reflection-in-action when teaching online. It's like orchestrating a whole concert all by yourself, so you don't really stop and think what could be taught differently. Today, for a good one-third or more of the class, I was speaking and feeling guilty as I was doing what was easier for me rather than what was more useful for them, the learners. Of course, this impacts on how I teach: I believe I'm projecting an image and idea of myself that I am approachable and friendly and supportive and helpful, but do they really benefit from me being such and such?

I'm actively being cautious of the effect of CELTA on my teacher-self; I'm constantly reminded by every activity that more agency should be given to them, more opportunities and voice should be given to them. Is this what they expect though?

June 7th, 2021 class

- Prompts: Describe the lessons aims, materials, resources and technological tools utilised in today's class? Did you manage to cover all lessons aims? Did you have to teach on your feet today? If yes, explain how. If no, explain why not.
- What interaction patterns did you employ in today's class? How engaged were the students in your view? What active learning and inclusive strategies did you utilise? Provide some examples.

3. What/how would you do or teach differently in the next class? Explain why.

The lesson aims today were to use the video activity we did in Week 1 and focus on some key words as they are used in the context of the video. I had prepared a live Google Doc on which in groups of 4, the learners had to explain the meaning of words after playing the video one more time for them to remember it well. We then did a word formation task, also based on the video. My aim was to use the receptive part to teach new words and reinforce their understanding of previously taught concepts such as parts of words and forming new words. I was trying to let them complete more hands-on tasks as I knew I had a presentation coming on spelling rules. There was a good balance between hands-on and more lecture type lesson aspects. I think I tend to start with more practical tasks for them to remember the content from the previous week and work in groups. I didn't have to modify or adapt the lesson stages or activities. I believe it went as I had planned it. I'd only add more practice activities for the last part of the lesson in which I had to teach the 10 rules.

During the first half of the lesson, I had them work in groups of 3-4 and think about the meaning of words. Perhaps I shouldn't have told them to each select several new words as this curtailed their interaction to a large extent, I think. When taking up the answers, we mainly used the chatbox and some opened their mics. I meant to regroup them and invite them to review another group's answers before taking it up as a whole class, but I was afraid this will take more time and make discouraged to complete all the content I have planned for today.

My perspective on student engagement is that most were following along and participating as much as they could. Maybe I tend to fly with the fastest and most active ones, and may be I should reconsider my approach so that less active or seemingly disengaged student will feel more encouraged to participate in some way. I could've asked them to have a reflective moment and write what they have learned, understood or feel confused about. I also think that providing links for self-study semi-restricted or restricted practice is not sufficient for them to develop certain transferable skills or take on some active learning strategies. I still think the adaptation stage needs more intense focus and consideration. The assessment should also be reimagined so that more creative work is needed.

June 14, 2021

There's been an outage of all college systems since yesterday due to security breach detection. I saw the messages on social media but didn't think it might affect my class; I only meet them on Monday, so efforts should be made to have the class despite the situation. We were supposed to discuss sentence structure, types of sentences and sentence punctuation, so I'd prepared a PPT presentation with videos and links for practice tasks embedded. I texted the colleagues teaching the same level shortly after 7 am on Teams, suggesting that we teach the class through another platform or record a screencast and email the video with the PPT to the students. Only two of the colleagues responded but without any specific info as to how they would proceed. What I understood was that they'd follow the college directives and consider the class cancelled.

So, I recorded a 15-min screencast in which I explained the content although each slide invited the ss to participate with ideas. I think a longer video would be difficult to watch and concentrate

*video not
collected*

*scanned
7:10 AM*

<p>Code 3: use of certain verbs and modal verbs</p>	<ul style="list-style-type: none"> • I was trying to let them complete more hands-on tasks as I knew I had a presentation coming on spelling rules. (S2) • During the second stage, learning, the new content is presented, and the learners are then asked to apply the concepts, primarily in a restricted or semi-restricted task. (S2) • I gave them time to...; they were given time...; the students were given the opportunity. (S1) • I didn't let them check in pairs. (S1) • I had to dominate the class. (S1) • I couldn't utilise the learning cycle model; the lesson should incorporate more application activities; I need to make the content more transferrable. (S2) • If I'd had to teach this class yesterday, I might've incorporated some group work; they may feel more encouraged. (S2)
<p>Theme B: EAP teacher learning</p> <p>Code 1: use of Web 2.0 tools</p> <p>Code 2: adaptation of teaching approach</p>	<ul style="list-style-type: none"> • I started the class with two activities on Kahoot on word-formation and word parts-roots, affixes, prefixes, and suffixes. (S1) • ...but I'd planned a presentation and went step by step. (S1) • I used a PPT, H5P and other interactive tools for them to understand and practice the target language. (S2) • I'd prepared a PPT presentation with videos and links for practice tasks embedded. (S2) • I decided to turn the explanation of assessment into a group activity. Each group had to understand one assessment element and present it to the class...It was

<p>Code 3: <u>effect of assessment on teaching</u></p>	<p>interactive, student-centred, and served its purpose effectively. (S1)</p> <ul style="list-style-type: none"> • I'm trying not to adopt a very different approach to my interaction with them (i.e., the students) since these are already quite challenging times for many of them, myself included. (S1) • I know there's a more interactive way to do that (i.e., accessing the course shell) instead of sharing my screen and walking them through the course shell. (S2) • The rest of the lesson was quite instructional in nature although I tried to do micro teaching bits. (S2) <ul style="list-style-type: none"> • There was <u>a lot of assessment</u> happening today, which <u>affected the normal flow of the lesson.</u> (S1) • Today I spent <u>many hours in front of the screen.</u> My students had to take a reading and listening test. It was <u>a long day of answering questions, chatting with students on many topics and marking their tests.</u> (S1) • The <u>assessment</u> should also be <u>reimagined</u> so that <u>more creative work is needed</u> (i.e., from the Ss). (S2) • Perhaps if the <u>assessment</u> was done <u>in a different way</u>, such as <u>being in real time</u> or <u>their passing the level depended on this course</u>, they might <u>feel more encouraged to demonstrate more willingness and independence in their approach to learning.</u> (S2)
<p>Theme C: EAP teacher role identity</p> <p>Code 1: EAP teacher as Manager (adapted from Farrell, 2011)</p>	<ul style="list-style-type: none"> • There are times, of course, in which I simply tell them what's correct and what's not. (S1).

Code 2: **EAP teacher as Professional** (adapted from Farrell, 2011)

- ...but some were becoming disengaged, so I turned the activity into a more T-centred one. (S1)
- I kept visiting each room every 3-4 minutes to make sure they all stayed on task and were actually discussing the topic assigned. (S1)
- ...after which I'd ask them to contribute their ideas in the chat or open their mic. (S2)

- I also feel fortunate to have been teamed up with my current level *** (name of course) fellow teachers who demonstrated professionalism, approachability and willingness to collaborate and learn from each other. (S1)
- I think I need to consider how to make the content more transferrable. Project work? Not part of the assessment> they won't be willing to do it. (S2)
- I wonder if we (teaching community) are doing enough to help them to understand that they'll have to demonstrate the ability to be independent and autonomous in their learning. (S2)
- My position is that we should cover less content so that the learners engage more actively. (S2)

Code 3: **Effect of my employment status on my self-image as EAP teacher**

- Because the course shell is imported in a zipped file, all the tests and course material have already been created for me, but I need to decide on the best possible pedagogical strategy to teach. (S2)
- It makes me think about my role in this college as a *** teacher, one who may or may not be given a new contract next session- to

what extent should I be concerned with my students' academic well-being and development of skills to be utilised outside of our class? After all, it is just a *** class, 3 hours of synchronous work and some 1-2 hours for self-study and completion of a multiple-choice test. (S2)

- I think given the course specifics, it is challenging to incorporate communicative activities, teach the new content and utilise strategies for active learning. (S2)
- ...how can I ensure they can actually apply the knowledge and concepts we discussed in this class? (S2)

Appendix E: Excerpts from my reflections based on Farrell's framework for reflecting on practice for TESOL professionals (2015)

Philosophy

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I will use the following prompts, adapted from Farrell (2015), and complete them in a way that I do not recraft my story to fit into this frame but generate a relevant narrative to build on when reflecting on my principles in the next section.

Teacher

- *I became a teacher because* there were more job opportunities for ESL teachers, so I consider myself an accidental ESL and EAP teacher.
- *To me the word 'teacher' means* a life-long learner who engages and motivates their students in a meaningful way, and acts as a role model to leave a lasting mark in their learners' classroom experience.
- *When I first started to teach, I didn't have much theoretical knowledge nor was I motivated to continue teaching as a career choice, so I emulated the teaching style of my former English teachers.*
- *The place where I teach now* emphasises the importance of providing different means of engagement and expression to make our lessons more accessible and inclusive in order to help the learners to build their agency and become more autonomous in their future college studies.
- *My students are* of various backgrounds, most of which are recent mature immigrants to Canada who will continue their education at the same college.
- *I find teaching exciting and challenging because* I strive to learn from my students and our class in order to make the experience for the next lesson more engaging and interactive to meet their learning needs and high expectations.
- *I think teaching is a profession but not a job because* it is built upon standards of professional practice but requires continuous learning, development and engagement throughout the year, even during formal holiday time.
- *The best aspect of my life as a teacher is* working with different people and engaging in professional development opportunities because I like to learn new things and upgrade my knowledge.
- *The worst aspect of my life as a teacher is* not having any job security and having to juggle several part-time or sessional positions at different colleges.
- *I spend much time thinking about new ideas for teaching my class and making changes to my teaching practice such as* creating a more inclusive learning space, utilising Web 2.0 technological solutions and re-thinking my EAP pedagogy and assessment practices.
- *What I really enjoy doing in my classroom is* providing speaking opportunities for the learners to engage in group work and class discussions, which poses a challenge for learners when done in break-out rooms online.

- *I think my students believe that I have sufficient content knowledge and appropriate teacher training to teach the class.*
- *Sometimes it can be frustrating that my learners cannot invest more of their time and efforts into the learning process and focus less on assessment.*
- *My legacy as a teacher will be connecting with learners on a professional and personal level, providing them with opportunities to express their voice and reflecting on their knowledge as well as helping them to become more self-aware and confident in their life-long educational journey.*

Teaching

- *Some aspects of my teaching situation that I find very challenging are having to re-apply for an employment contract every two months, thinking about ways to make my teaching and materials more accessible as well as some students being too reliant on the teacher every step of the way and not demonstrating willingness to become more independent.*
- *One possible solution might be engaging in continuous professional development, which I already do regularly, and through the process of reflection in this study, I hope to learn more about the self-as-teacher to inform my future strategies to meet the learners' expectations more effectively.*
- *I had a problem in my teaching once when I was trying to get all the students' attention while explaining a particular grammar point or element of the course. During the emergency online teaching, I find it difficult to engage all the learners for different reasons. This tends to drive my teaching style into a more teacher-centred instruction.*
- *It would have been helpful if I had made the materials available prior to class, which I did, and asked them to work in groups and get their peers' ideas, which I did, or asked the students to talk to me after the class and not involve all other students in a topic that may not have been relevant for them.*
- *In relation to this difficulty, the type of research I'd like to do would facilitate my understanding of my own underlying philosophy of teaching and the subsequent observable behaviour in my teaching practice. The hurried shift to online instruction has also been instrumental in revisiting many of the principles and conceptions of teaching English I hold.*
- *The aim of the research is to understand how I can approach my teacher learning and development from the perspective of my evolving identities, and the huge impact the COVID-19 pandemic has had on my teaching.*
- *A major constraint, though, might be that I am in a liminal space when it comes to online teaching and what lessons need to be learnt for my post-COVID-19 EAP classroom practice.*

Adapted from Farrell (2015, p.45-46)

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Principles

Before engaging with Farrell's model (2015), I would assume that assumptions, beliefs and conceptions could somehow be used interchangeably, particularly when applied to my teaching principles. I agree with Farrell (2015) that conceptions can encompass my assumptions and beliefs, but I do not subscribe to his position that beliefs are always

‘more certain’ (ibid, p.50) and long-lasting than my assumptions. Although I can understand why this distinction is drawn, I can argue that certain assumptions can last longer than some beliefs.

For example, the assumptions I hold towards the nature of knowledge (epistemological), nature of being (ontological) or my values (axiological) can prove to be quite ingrained, or so tacit that I may be unaware of them on a conscious level. On the other hand, certain beliefs I hold might be subject to modification as influenced by the contextual or ideological specifics of the ecological view of my practice (Edwards, 2020). For example, a tacitly held belief that influenced my teaching approach for many years of my ESL career was the teacher-centred classroom I would create, in which explicit explanations of grammar and structure, accompanied by memorisation of new words and phrases, allowed limited student-to-student interaction, collaboration or communicative opportunities to develop my learners’ oral fluency.

In this way, during the first six years of my teaching career the *paradigmatic* and *prescriptive* assumptions (Farrell, 2015) that constituted a critical part of my teaching principles overshadowed any *casual* assumptions I would make. To illustrate, although I knew that lesson planning was a central element of a teachers’ preparation and professionalism, I would create my lesson plans in order to satisfy an institutional requirement rather than take into consideration the specific needs of my learners in a more differentiated approach. This would create a disconnect between fulfilling my teaching duties as stipulated in the faculty handbooks (paradigmatic assumptions) and my prescriptive assumptions on how to bring my teaching closer to what the students expected and needed as a *good* ESL classroom experience.

I was not aware of the need to engage in reflective thinking, albeit this might have happened without being verbalised or externalised, nor did I make any systematic effort to exercise my teacher intuition more meaningfully and engage in reflection-in-action (Anderson, 2020; Schön, 1983) more effectively to adapt any activity or task for my learners’ benefit. After completing the Certificate in Teaching English to Speakers of Other Languages (CELTA) in 2015 at a language school in Toronto, I increased my awareness of not only the need to reflect on my teaching more systematically but also on certain ways in which to plan and create more learner-centred lessons, which foregrounded the needs and characteristics of the individual learner.

I started to *humanise* my teaching of ESL (Cook, 2001; Brown, 2007; Li et al., 2012) even more actively after completing the TESL Ontario diploma, which qualified me to teach at government-funded ESL programmes, known as LINC (Language Instruction for Newcomers to Canada), public colleges in Ontario as well as any other private ESL school (also known as Visa Schools). As my review of the teaching in the Canadian EAP context literature has shown, teaching ESL and EAP presupposes adopting a backward design to curriculum and lesson planning, which emphasises the needs of learners, which are translated into the course learning outcomes (Richards, 2013). Unlike the forward and central curriculum designs, focusing on the specific needs, skills, abilities and competencies of learners (Ontario Ministry of Colleges and Universities, 2009), the backward design to planning lessons allows for a differentiated approach to be adopted and active learning strategies to be integrated into each lesson.

My CELTA training has been particularly instrumental in becoming familiar with the different lesson designs, establishing specific and appropriate lesson aims as well as implementing ways in which the teacher can adapt the content, timing or level of complexity of each task (Cambridge Assessment English, 2021). In this way, the teaching of ESL foregrounds the importance of developing communicative competence, interpersonal skills and collaborative abilities whereby learners can scaffold their own learning through interaction with a more knowledgeable other (Lantolf, 2000b). I have learned how to develop and implement lesson plans, which are based on integrating receptive skills, new

target language (grammar or vocabulary) and an extension stage in the form of a productive skill task. To illustrate, table 1 below shows the lesson stages of an integrated lesson that I tend to utilise in teaching EAP classes as well, particularly when I teach a new grammar point or revise the learners' prior knowledge and grasp of the meaning and use of the target language (TL).

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Engaging ESL and EAP learners in group work during many of the lesson stages is a fundamental element of the communicative approach to teaching English. My CELTA training has been instrumental in my conceptualisation of utilising the potential of group work, from a Vygotskian perspective, in all my lessons. The emergency remote teaching, however, has necessitated a different approach to the ways in which I conducted my EAP lessons, making the use of group work not as valuable to my learners as it was pre-COVID-19. I am also cognisant of Farrell's comment (2015) that group work can potentially be oppressive for less active learners and those who prefer to engage less in communicative activities. His remark that teachers 'must monitor whose needs they are fulfilling— their own or their students' (ibid, 2015, p. 54) is even more relevant to the emergency remote teaching I am still doing at the time of writing this text.

My reflection on aspects of my teaching principles has demonstrated that examining such hidden and tacit elements of my teaching repertoire requires certain scaffolding to externalise them through writing. I subscribe to Farrell's (2015) comment that teacher beliefs are always idiosyncratic in nature, can be non-consensual, weak or strong and are generally highly evaluative. My study has therefore examined many aspects of my teaching persona and how they have developed over time. From my current perspective, a strong belief I have, which is perhaps shared by many other EAP teachers, is that the teacher should minimise their teacher talk time (TTT) and reconsider their role during each lesson stage. This, in turn, may open other avenues for exploring new pedagogical approaches, informed by the post-method pedagogy (Kumaravivelu, 2001; 2006), and place the focus on ensuring that course material, assessment and teaching methods create a learner-centred environment (Henri, 2019).

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Theory

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I believe that I am now more aware of the critical influence of my cultural background and the socio-political contextual specificity of the period as an ESL learner, and how these shaped the first seven years of my teaching career. I agree with Farrell (2015) that any pedagogical action is informed by a theory, so engaging in reflection on theory in this section may increase my knowledge of what theories now inform my teaching in the EAP context as articulated in this study. This level of unpacking the theoretical underpinnings of my teaching will also facilitate my understanding of what official and unofficial theories (Argyris & Schön, 1974, as cited by Farrell, 2015) constitute my knowledge base.

As I have done with the previous two levels, I will select and synthesise the elements and prompts Farrell (2015) provides as they pertain to the aims of this study. He suggests that teacher planning, critical incidents and reporting and analysing cases are the three main pillars, which can facilitate my reflection on theory. However, my position is that when selectively deciding on particular critical incidents, I may fall in the epistemic trap of not only decontextualising such experiences but also giving them more theoretical and practical importance while tacitly aiming to establish a correlational relationship between such teaching highs or lows and my self-perceived feeling of teaching effectiveness.

Rather, I aim to take a more holistic and critical look from my current perspective, without charging any particular experience with more significance than any other time during teaching and planning my EAP lessons.

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Our teacher's theory of following a set curriculum and approved syllabus can then be understood to have taken precedence over other elements of their classroom teaching, such as pedagogical innovation or classroom interaction. There is no way to *know* whether that design actually reflected the teacher's theory, or they were forced to adapt their teaching to commercially produced material, which we had to purchase separately. Later, at high school we used a course book, designed and printed in Bulgaria. I do not remember the name of the books or the authors, but it was designed in a similar way, albeit much less attractive in terms of colour finishing and use of images.

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During my first year of high school ESL learning, the teacher, being a strict disciplinarian, would have impeccable classroom management and emphasise the importance of mastering grammar rules and memorising vocabulary items, which would appear on the weekly, midterm and final tests. In Freire's terms (1970; 1972), this might have been an oppressive approach to teaching English because it did not specifically address the individual needs of learners, nor did the curriculum specify the need to develop our oral fluency gradually and systematically. However, since I was not aware of any other method of teaching and because we believed that our teacher would teach us in the best way possible, I cannot say that I would feel *oppressed*. I did not even know that I had my student voice since we were not supposed to question our teacher's methods or even ask questions why we were doing a task in a way the teacher required.

Nevertheless, I do not remember the teacher trying to differentiate her teaching approach or cater to the specific needs of individual students. My assumption is that she was able to identify each student's learning style or preference (a theory which is now debunked), but there was content that she had to teach in order for us to progress to grade 9. I think this experience is still quite powerful in my current practice when there is much content to be covered and insufficient time to allow all learners to engage with it in a differentiated approach. In my initial journal entries before COVID-19, I reflected on such incidents when I had to revise all verb tenses studied in previous levels, so I did not allow much class time for peer-to-peer interaction, nor did I employ any active learning strategies for my students to activate their schemata, process the input and complete the grammar practice tasks.

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Another aspect of my background, which I did not discuss in the philosophy section, is the fact that I come from a family of teachers, who also believe in maintaining a classroom environment in which the teacher is in control and decides what teaching approach they should take. I was taught from an early age that I was not supposed to question my teacher's decisions and that if I was unable to understand something from the new lesson, it was because I did not study or work hard enough. This experience has influenced my own teaching style during the first years of my teaching career, as I have explained before. Two years into my initial full time teaching job in one of the Gulf countries, I completed a TEFL certification (Teaching English as a Foreign Language) in 2009, which increased my awareness of certain second language acquisition theories and helped me to familiarise myself with specific teaching methods and lesson plans.

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Practice

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My approach to teaching ESL and EAP has since taken a more cognitivist and innatist approach, particularly when it comes to providing explicit explanations of grammar and functional language as well as correcting errors. I could observe the possible effect of my learners' L1 on how they formed new structures and developed linguistic competence. Even before COVID-19 disrupted the regular in-person classroom teaching, advanced EAP learners would require explicit explanations of new concepts and contextual meaning of phrases in a didactic manner. It comes in opposition to the active learning approach that informed my pedagogy, based on which the students should utilise their developing abilities to infer meaning, establish conceptual linking to previously learned concepts or use their peers' prior knowledge to scaffold their own understanding.

In a way, there was a divergence between my intended approach, informed by the principles of heutagogy, active and experiential learning, and the learners' needs and expectations that I should not facilitate their learning but instruct them how and what was needed to be learned to pass the level. Although this might be a generalisation and simplification of my students' needs, it also becomes evident from my journal entries that the students did not particularly value the opportunity to discover, experiment and improve their interactional competence as much as they needed me to guide them every step of the way, especially after we shifted to virtual instruction. Unexpectedly, Krashen's input and affective filter hypotheses as part of his monitor model (Lightbown & Spada, 1999) were dressed in new meaning: the comprehensible input, which should be beyond the current level of the learners, $i+1$, required some technological competence and mastery of Web 2.0 technological affordances, as well. At the same time, many of my students were reticent to speak during the live class or open their cameras. Keeping their affective filter up, it might have prevented them from taking a meaningful participation in our synchronous classes.

As I realise that Krashen's model has been criticised for lacking solid empirical research to establish such a causal relationship between the learners' experience and their level of acquisition, I am also cognisant that such innatist theories do not specifically address the role of social interaction and the learner variability in their language learning. Whereas my EAP pedagogy still bears some features of behaviourist and innatist perspectives, my intention has been to create opportunities for meaningful interaction, during which each learner can co-construct their own understanding of the concepts and give importance to learning from their peers. In doing so, I was transferring my own assumptions about teaching and learning, informed by the interactionist position and social-constructivist approach I favour, to my students' classroom activities.

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One such example is the orthodox position pair and group work occupies in ESL and EAP classrooms. I reflected on this aspect in the principles section that without a clear purpose and rationale for engaging them in such activities, group work might serve the purpose of exercising the teacher's power *over* the learners with the intention that they can develop their communicative competence and interactional fluency. I strongly believe in the importance of communicating with an MKO, which could also be an artifact or information document, through which the learner is supposed to enter their ZPD and develop their ability to solve similar tasks on their own afterwards. As alluded before, engaging my students in group work online through the Blackboard platform break-out rooms function has posed an additional challenge for several reasons.

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Some students preferred not to be as active in group work as some of their peers, and only participated to fulfil their role and meet my expectations as their teacher. Others were willing to participate but only in voice, which deprived their peers of the chance to read and interpret any non-verbal cues and facial expressions, central to effective communication. There were also some students who experienced difficulties connecting during the synchronous class or had to share the device with a spouse, who was also a student at the same college and had a class at the same time. Under such circumstances, as much as I wanted to humanise my teaching and create an atmosphere of support, I believe it was a challenge for many of my EAP learners to feel comfortable exploring new concepts and ideas without being disturbed by external factors.

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After pivoting the class to emergency remote teaching, the structure of my lessons and interactional patterns changed. Despite my intention to continue applying the integrated lesson model I have presented in previous section, and my commitment to the college instructional approach to incorporate elements of experiential learning, I had to limit the peer interaction and use of group work to use in lesson stages that absolutely required student exchange of ideas. Such an instructional pattern was in contrast with my conception that teaching EAP requires active learner interaction and participation, informed by humanist and pragmatist theories of language learning, to which I subscribe. My teaching had the features of more authoritarian instruction rather than allowing students to learn from guided experience, as Dewey (1933) suggests.

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Since that initial experience of the sudden shift to online instruction in March and April 2020, I believe I have become more seasoned in adapting my online lessons to incorporate many elements of peer collaboration and opportunities for completing communicative tasks. My reflection *on* that experience informs a major part of this study and creates a fertile ground to engage in reflection *for* my current and future professional practice in the Canadian EAP context. Farrell (2015) believes that self-observation provides the opportunity to gain a better understanding of my own teaching and whether I can discover any divergence between what I *think* I do and what I *actually* do in the EAP classroom. He suggests using a self-reporting checklist, a tally sheet, which stimulates self-reflection ‘to focus on specific elements of teaching’ (ibid, 2015, p. 84). Such a technique can be used for both reflection-in-action and reflection-on-action. It can contain prompts or tasks to which the teacher responds during teaching and records the frequency of the observed aspect, such as the use of concept-checking questions.

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Beyond Practice

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Reflecting on the technical aspects of my teaching practice, and what theories of second language teaching and acquisition underpin their pedagogical realisation, does not constitute the concept of critical reflection, according to Farrell (2015). Before engaging with this framework, my understanding of critical reflection revolved around identifying specific incidents, which could be described as negative, or conceptualising ways in which I could make the learning experience of my students more meaningful and transformative. I would focus on the microcosm of my own class and the complex interactions that were established between my students and myself, students and their peers as well as students and the course content and learning materials.

Through my reflection on the previous four levels on this model, I have also established that without any formal training or intentional action to create a more inclusive space, I would try to accommodate some of my former students' specific needs and individual requests. It might have come as a result of my teacher intuition, experience or the model behaviour that my own teachers demonstrated in my school years, but I was reluctant to explore the influence of the socio-political and educational ideologies at the macro and meso levels my teaching practice was situated in. In a sense, as a result of the many years in the ESL and EAP classroom, I have learned how to become a more competent teacher, which does not necessarily translate into improving the learning experience of my students. Issues of social justice, equity, inclusion and teaching as a political activity in terms of power relations were not foregrounded in my teaching, possibly due to the lack of intensive focus on such issues during my formal teacher training.

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Reflection on beyond practice is therefore concerned with exploring the power relations in my classroom, particularly in light of teaching online and my empowered position, the role of the educational policy and political ideology dominant in the milieu of the college as well as questioning my own assumptions about equity, diversity and inclusion. Although this study is not focused on exploring a particular policy, I recognise that teaching is shaped and engulfed in policy, interpreted and enacted by the concerned policy players, subjectively through their words and deeds, as Ball (1998) suggests.

More recent approaches to policy analysis have been undertaken by 'a discourse theory perspective' (Hyatt, 2013, p.836), which recognise the contextual influences on policy implementation and interpretation as a dynamic process, in which agents, including the teacher, play a central role 'in the discursive construction of power relations' (ibid, p.837). For instance, college students are expected to use English while on campus for all their academic and administrative dealings and study. It is at the teacher's discretion, however, to decide to what extent this policy will be enacted in their own classroom and on college premises. Similarly, the college faculty handbook stipulates that attendance is not mandatory but highly recommended for students to be able to fully benefit from the class experience and complete the course successfully.

Such policies, or absence of them thereof, are constructed and enacted to serve the interests of policymakers who may select particular instruments and mechanisms, shaped as policy levers. In neo-liberal and market societies, even public colleges in Ontario need to engage in academic capitalism and compete for students-turned-customers, so the enactment of a certain policy, or marketing of course learning outcomes, becomes the tool to maintain their accountability agenda. In Chapter 2, I explored the effect of the COVID-19 pandemic on academic institutions and the decreased number of international as well as domestic students who are willing to invest in online learning. I have also discussed the precarious nature of the ESL and EAP sector in Ontario and the marginalised place EAP programmes often occupy in the institution despite their ubiquity in Canadian higher education campuses. Against this backdrop, it becomes evident that EAP teachers in Ontario are faced with increased demands and levels of accountability, higher than pre-COVID-19 times. It is therefore important to engage in a more critical reflection in my study, which explores the specifics of the context beyond my classroom.

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In light of this somehow superficial analysis of the macro environment my EAP practice is situated in, I recognise the need to engage in reflective thinking and continuous inward gaze, through which I can make sense of the socio-political and educational milieu. My position is that my increased self-awareness and critical introspective look into who

I am as an EAP teacher might help me to identify specific ways in which I can create opportunities for the learners to benefit from our class time more effectively. Placing the learners as active agents in this process allows me to take a more nuanced look into how their background and current social situation factor into their class performance. Understanding my students' expectations of our class and myself informs this exploration of my evolving teacher identity, which requires a continuous questioning of my embedded assumptions in order to shift away from routine thinking and teaching and reach a deeper level of intentionality, reflexive thought and praxis. I therefore believe that this autoethnographic study 'can not only lend clarity and [more] depth' (Kumar, 2020, p. 1) to my conceptualisation of how my identity affects my teaching, but it can also lead to a positive transformation of self as an EAP teacher.

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Reflecting on beyond practice is the final stage of Farrell's model (2015), which has been the most challenging for me to engage with. Although I use the term *critical reflection* in most of my writing in this manuscript, I am also cognisant of the need to continue my *critical* exploration of issues beyond the technical aspects of my classroom teaching. It has also increased my self-awareness of the need to foreground my learners' voices in our class and potentially explore their perceptions in another study. Participating in EAP teacher reflection groups is a step I am willing to take to utilise the insight I will gain from this research, and potentially create interest in further exploration of how our EAP teacher identities dictate our actions in the classrooms and constitute a significant aspect of our interactions with the learners. In this way, I hope my study findings will not only fill a gap in the literature on Canadian EAP teacher's perceptions of their teaching practice, but it can also encourage EAP professionals to consider the role of their own identities in shaping their pedagogical realisations.

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