Research Article

Modeling Bipolar EFL Teachers' Professional Identity Pattern: Investigating the Effectiveness of a Positive Thinking Training Course

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ABSTRACT

Bipolar disorder, as a known disorder throughout the world, negatively affects people personally and socially. In addition, it leads to malfunction and dysfunction in their profession. To help bipolar people, a variety of approaches have been proposed among which positive thinking training can be mentioned. Moreover, professional identity is of importance in the quality of English as a Foreign Language (EFL) teachers' teaching. This study, using a grounded theory design, aimed at modeling bipolar EFL teachers' professional identity patterns before and after training on positive thinking. The participants consisted of 25 bipolar EFL teachers (16 males and 9 females) who were purposefully selected from EFL teachers teaching in private language institutes in Kerman, Iran. Bipolar Spectrum Diagnostic Scale and a semi-structured interview were used to collect the data. Concerning the results, a model was proposed wherein, before positive thinking training, the bipolar EFL teachers had a fear of teaching failure, did not emphasize students' needs, used mainstream teaching methods, had the fear of being known as unknowledgeable, and had the fear of being known as irresponsible and unaccountable. However, after positive thinking training, the bipolar EFL teachers had good communication, classroom management, and motivational skills, were more willing to reach professional development and more proficient in the English language, used the best teaching methods, and had good verbal skills. The findings have some implications for EFL teacher education administrators and bipolar EFL teachers.

Introduction

Bipolar disorder, as a known disorder throughout the World, negatively affects people personally and socially. Bipolar disorder as a mental illness, also called manic-depressive disease, leads to abnormal changes in mental states, daily activities, concentration, and vim (Sarabi et al., 2021). Unfortunately, medical therapy cannot fully rule out the recurrence of bipolar disorder (Khaleghi et al., 2015). What worsens the situation is that bipolar people experience many personal, professional and

social challenges throughout their lives that require extra non-pharmacological therapy alongside pharmacological therapy to be treated. An approach proposed to this end is positive thinking training which is a part of positive psychology (Hamidi et al., 2020; Kianpour Barjoee et al., 2021; Pourdavarani et al., 2021). Positive thinking is a cognitive process that is characterized by positive images, optimistic views, problem-solving ability, and a vivid life outlook. People's attitude toward life is a product of their emotions, thoughts, and beliefs. A primary step to change a negative attitude to a positive one is the identification and differentiation of emotions, thoughts, and beliefs of self (Seligman et al., 2012). Seligman et al. (2012) believe that an optimistic attitude helps people to be fertile, and is capable of taking future responsibilities to have a happy life.

Moreover, professional identity is of importance in the quality of English as a Foreign Language (EFL) teachers' teaching. Davaribina and Fanaee (2021) regard teachers' professional identity as a necessary and inevitable part of their professional life. Professional identity provides EFL teachers with a structure to shape their own thoughts of how to be, how to work, and how to understand their work as well as their position in the public circles. EFL teacher identity is not predetermined nor is fixed; rather it changes through experience and the feeling of that experience. According to Kumaravadivelu (2012), to fully understand their teaching self, teachers should fully understand their professional identities, beliefs, and values. This corroborates closed ties between professional identity and EFL teachers' role in teaching. The recent years have witnessed a remarkable change in how effective teaching is conceived: Not only effective teaching is considered as associated with certain competencies, characteristics, and behaviors of teachers, but also the emphasis is on some other notions which play an important role in effective teaching, among which professional identity can be mentioned (Gracia et al., 2021). This is why EFL teachers' professional identity development has gained much attention. Moreover, even though within the past 15 years, an ascending order has been there in both diagnoses and attention from the scientific community to bipolarity disorder, there have been few studies on the professional life of EFL

teachers with bipolarity disorder. More particularly, no study was found in the literature on modeling bipolar EFL teachers' professional identity patterns before and after training on positive thinking. Hence, this study was an attempt to fill this gap. In so doing, the following research questions were proposed:

RQ1. What model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking can be proposed?

RQ2. Is the proposed model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking valid and reliable?

Literature Review

Several studies have been conducted on positive thinking training and professional development in recent years. Regarding the former, Moradi et al. (2017) investigated the academic achievement notion as affected by positive thinking skills and confirmed the effectiveness of positive thinking skills on the academic achievement of people. Salehi et al. (2018) investigated the effect of positive thinking skills on the communicative skills of adults and reported remarkable improvements in the communicative ability of those trained in positive thinking skills. In the study by Hamidi et al. (2020), the increased levels of self-assertion as a consequence of being exposed to positive thinking training were reported. In the study by Pourdavarani et al. (2021), the impact of positive thinking training on the anxiety and motivation level of the elderly was probed and the positive impact of training on positive thinking on anxiety reduction and motivation increase was supported. Kianpour Barjoee et al. (2022) did a study to see the changes in professional development, job fear and commitment under the light of positive thinking training and saw that those people who were exposed to positive thinking training experienced high levels of professional development and reduced levels of fear, and higher commitment level to their job. Kao and Lin (2015) undertook a quantitative investigation to construct a structural model for assessing the professional identity of teachers at elementary and junior high schools located in Central Taiwan. The findings derived from this research can be utilized to guide policies and

practices that are designed to improve the professional identity of teachers and enhance the overall quality of education in the region of Central Taiwan. Gatezadeh (2019) conducted a study named "The Impact of Positive Thinking Skill Training on Professional Ethics and Job Satisfaction," which utilized a semi-experimental research design incorporating pre-test, post-test, and control groups. The results indicate that the implementation of positive thinking training can be a successful intervention in enhancing employees' professional ethics and job happiness. Derakhshan et al. (2020) conducted a study to examine the influence of professional identity and autonomy of language educators on their success within the field. The research was conducted on a representative group of 190 educators who teach English as a second language in the Iranian setting, encompassing individuals employed in both higher education institutions and language training centers. The results were corroborated through the use of Structural Equation Modeling, revealing a positive and statistically significant relationship between teacher achievement and both professional identity and autonomy. The research conducted by Widodo et al. (2020) offers a narrative case study that examines the process of constructing and negotiating professional identities among Chinese language teachers who aspire to be recognized as legitimate English practitioners. The consequences of the study suggest that it is beneficial to include Global English and critical language pedagogy in language teacher education. Arroyo (2020) employed a qualitative research approach to examine the correlation between teacher identity and teacher retention in Title 1 schools. The findings of the study underscored the significance of interpersonal connections in the long-term commitment and professional development of educators, as well as the deeply personal aspect of the teaching vocation. Cunningham (2020) conducted an exploratory qualitative study employing phenomenological methodologies to investigate the influence of professional identity on teacher retention. The study aimed to investigate if cultivating a strong professional identity could have a favorable impact on teacher retention in a particular educational institution. The findings highlighted that the establishment of teacher professionalism was primarily influenced by the leadership on

campus. The primary aim of the study conducted by Şahin (2021) was to examine the process of professional identity development among English as a Foreign Language (EFL) teachers working in four different geographical areas of Turkey, with a specific focus on middle school teaching. The research findings provided significant insights into the experiences of rural English as a Foreign Language (EFL) teachers in the development of their professional identities. Additionally, the study identified the challenges faced by these teachers when instructing English in rural schools, as well as the training and preparation requirements specific to rural EFL instructors.

On the latter, Nazari and Molana (2020) looked into the trajectory of identity development of a novice TESOL teacher during the first year of teaching. The findings of the study showed that various interdependent factors and participants contributed to the teacher's identity development, from policy-makers to learners and their parents, to colleagues, and to the teacher herself. Parsi and Ashraf (2020) investigated the connections among pedagogical experience, professional identity, and critical thinking in EFL teachers and proved that EFL teachers' critical thinking and teaching experience were significantly related. A similar association was reported between their teaching experience and professional identity and between their critical thinking and professional identity. In another recent study on identity formation of teachers in online settings, Nazari and Seyri (2021) addressed this issue through their exploration of changes in the identity formation of teachers from face-to-face to distance learning classroom settings during the COVID-19 outbreak. The data were then analyzed based on which alterations in the identities of the teachers were characterized by six elements including emotional adjustment, instructional differences related to subjects, promoted reflectivity, pressures like insufficient professional readiness, low agency, and more responsibilities, conceptual transformations in becoming enthusiastic teachers about new technology, and (in)consistencies in identity expansion.

According to the mentioned history, the professional identity of bipolar teachers has not been investigated in any of the previous research, and this issue is the distinguishing feature of the present study. In addition, considering the impact

of positive thinking, the professional identity model of bipolar teachers has also been designed.

Method
Design

In this study, the grounded theory approach was used as the best choice since this approach is the best one for the exploration of people's perceptions. In this type of design, the researcher seeks to understand the meaning constructed for a phenomenon or situation by people involved in it (Ary et al., 2019). The present study utilized a sequential exploratory mixed-methods design (Creswell & Clark, 2007) to develop and validate a model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking. According to Creswell and Clark (2007), this type of design is appropriate for designing a new model, instruments, scale, or similar things. In this study, the qualitative phase which constitutes the major part of the study comes before the quantitative phase to which a minor part of the study belongs. The qualitative phase sought to identify the pattern of bipolar EFL teachers' professional identity before and after positive thinking training, then developed a model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking. The only mission of the quantitative phase of the study was validating the model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking which has been developed in the qualitative phase. In other words, if the validation of the developed model was not among the concerns of this study, this study would be a purely qualitative one.

Participants

The original participants of this study consisted of 250 male and female EFL teachers who were selected through convenience sampling from private language institutes in Kerman, Iran. However, only those who were recognized as bipolar (through the Bipolar Spectrum Diagnostic Scale) remained in the study through purposive sampling and were 25 (16 males and 9 females) in number. They were diverse in terms of teaching experience and age because these variables were not among the main concerns of the present study. They held B.A., M.A., or Ph.D. degrees in different branches of English

language. Since the probability of gaining a large sample size with bipolar disorder was low, the presence of a control group in the study was not possible. As a part of research morality, the consent of the teachers was taken to participate in the study. Moreover, anonymity and confidentiality issues were taken into account by keeping the personal identity of the participants confidential and unknown. However, the teachers who were recognized as bipolar were not informed of this matter since it could weaken their morale and consequently the quality of their cooperation with the researcher.

Instruments

The required data were collected through the following instruments:

Bipolar Spectrum Diagnostic Scale

The Bipolar Spectrum Diagnostic Scale, developed by Pies (2005), was used to diagnose bipolar teachers. The scale is a 4-point Likert scale ranging from 1 (This story does not really describe me at all) to 4 (This story fits me very well) in 19 items. The minimum and maximum scores were 19 and 76, respectively. As proved by the developer, the scale has high reliability and validity (Pies, 2005). In the present study, Cronbach's Alpha reliability of the scale was calculated .90. The validity of the scale was also checked by two psychiatrists. To observe practicality issues, the electronic version of the scale was used in WhatsApp.

Semi-structured Interview

A semi-structured interview was conducted to explore bipolar EFL teachers' professional identity before and after training on positive thinking. It consisted of 4 open-ended questions in English which were designed in consultation with several experts in the relevant field and previous studies with similar objectives to those of the present study (such as Cohen,et. al (2018), Kvale, et.al. (2009), Fontana, et.al. (2005), Rubin & Rubin (2011)). To hold the interview sessions, the researcher benefited from the virtual space (i.e., WhatsApp) and kept the audio recordings of the interviews. To increase the trustworthiness of the interview data, some direct quotations from the interviewee were presented along with the extracted themes to document the themes objectively. Another technique was inter-rater reliability which was followed in the present study.

Researcher-made Questionnaire

The model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking which was developed in the present study was to be subjected to reliability and validity estimations. To this end, the developed model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking was built into a questionnaire in 24 items whose items were judged in a Likert form by the respondents in a range from 1=strongly disagree to 4=strong agree. The questionnaire consisted of two sub-scales including Bipolar EFL teachers' professional identity patterns before training on positive thinking (items 1 to 10) and Bipolar EFL teachers' professional identity patterns after training on positive thinking (items 11 to 24). In this way, by a combination of confirmatory and exploratory factor analysis, the questionnaire and consequently, the model were validated. The Cronbach's Alpha test also estimated the reliability of the questionnaire and consequently, the developed model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking.

Data Collection and Analysis Procedure

According to the theory of the small-N design or single-subject design, a control group may not be necessary when the number of participants is low. This design is commonly used in certain fields, such as psychology and education. So, referring to the low number of participants the present study had no control group. At the outset of the study, the researcher, in cooperation with three psychiatrists as well as through consulting previous similar studies, designed a positive thinking training course in ten 60-minute sessions. The objective of this course was to strengthen and enhance bipolar EFL teachers' positive thinking. The theoretical underpinning of this course was positive psychology. In developing this course, the state-of-the-art papers on positive psychology and positive thinking were also reviewed by the researcher. Then, an interview was conducted to explore the participants' professional identity before participation in the course. Thereafter, the participants were called to participate in the ten positive thinking training sessions in a group that was built by the researcher on WhatsApp. The sessions were held once a week and were managed by the researcher. Following the end of the positive thinking training course, a semi-structured interview was again conducted to explore the participants' professional identity after the course. The gathered data from interviews were transcribed verbatim and the themes and subthemes were identified by the researcher based on an exploratory theme-based approach. More particularly, the data were exposed to open, axial, and selective coding. In the open coding stage, the data will be broken down into units of analysis including key terms, phrases, and sentences so that similar concepts can be classified based on their thematic content. In the axial coding stage, the connection, associations, and ties between these two categories and their sub-categories will be recognized. Within the selective coding stage, a core category will be extracted from the already clustered categories as an "explanatory whole" to build the model (Strauss & Corbin, 1990). In this stage, the identified categories and sub-categories will be brought together to propose a model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking. A description of the training course on positive thinking is shown in Table 1.

Table 1.

Specifications of the Training Course on Positive Thinking

Positive Thinking Training	
Session 1	The main theories and uses of positive psychology were explained; positive thinking was defined; the merits of positive thinking were explained.
Session 2	The contribution of positive thinking to happiness and well-being was explained; the main skills of optimism were enumerated.
Session 3	The main habits of happy people were enumerated and explained; skills of using supportive expressions, self-confidence enhancement, emotional regulation, and problem-solving were explained.
Session 4	The trainees were trained to excel in their career by reducing the feelings of burnout, stress, angriness, anxiety, overwhelm.

Positive Thinking Training	
Session 5	The trainees were trained to make their work process effortless by applying the principles of simplicity, goal-selection, mindfulness and loving presence.
Session 6	The trainees were trained to improve their social skills by helping others reduce their stress, showing them support and respect, compromising damaged relationships, and forgiving.
Session 7	The trainees were trained to remain authentic, self-aware, and self-accepted without being perceived as weak or being emotionally depleted; they were trained to talk about their pleasure and pain with others, show mutual empathy, responsibility, and humor in their interactions.
Session 8	The trainees were trained to replace the suffering rooted in grief, disconnect, and hopelessness with the joy, hope, courage, joint act, positive vision, rationality, and self-discovery.
Session 9	The trainees were trained to understand loneliness and social anxiety to help them reduce such feelings by learning how to build deep, intimate and lasting connections with others, and adapt to new situations.
Session 10	The principles trained in the previous sessions were reviewed.

Results

To answer the first research question *What model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking can be proposed?,* the following model was proposed (See Figure 1):
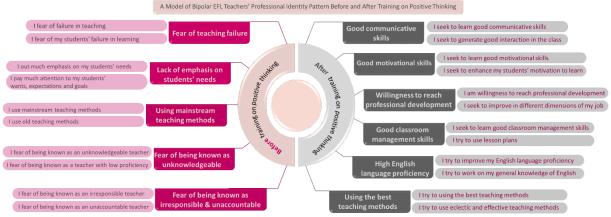

Figure 1. *A Model of Bipolar EFL Teachers' Professional Identity Pattern before and after Positive Thinking Training*

As seen in the proposed model, before positive thinking training, the bipolar EFL teachers had fear of teaching failure, did not emphasize students' needs, used mainstream teaching methods, had the fear of being known as unknowledgeable, and had the fear of being known as irresponsible and unaccountable. However, after positive thinking training, the bipolar EFL teachers had good communication, classroom management, and motivational skills, were more willing to reach professional development and more proficient in the English language, used the best teaching methods, and had good verbal skills. This shows the effectiveness of the positive thinking

training course on the bipolar EFL teachers' professional identity.

Then, to see whether the proposed model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking is valid and reliable, first, the factor structure of the developed model was examined using exploratory and confirmatory factor analysis. In the exploratory phase, initial data were subjected to a 12-factor solution. To ensure that the exploratory factor analysis was appropriate for the data, the Kaiser-Meyer-Olkin Measure was calculated along with Bartlett's test of sphericity, and reported in Table 2.

Table 2.
KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.729
Bartlett's Test of Sphericity	Approx. Chi-Square	6135.742
	df	531
	Sig.	0.0001

As seen in Table 2, the KMO measure is greater than 0.60 and the Bartlett's test is significant at the 0.01 level, indicating that the use of exploratory factor analysis is unobjectionable. Table 3 presents the results of the exploratory factor analysis of the rotated factors using the Varimax method.

Table 3.
The Results of Exploratory Factor Analysis

Before training on positive thinking									
Fear of teaching failure		Lack of emphasis on students' needs		Using mainstream teaching methods		Fear of being known as unknowledgeable		Fear of being known as irresponsible & unaccountable	
Items	loading	Items	loading	Items	loading	Items	loading	Items	loading
1	0.70	3	0.61	5	0.53	7	0.71	9	0.60
2	0.76	4	0.68	6	0.67	8	0.77	10	0.72

After training on positive thinking													
Good communicative skills		Good motivational skills		Willingness to reach professional development		Good classroom management skills		High English language proficiency		Using the best teaching methods		Good verbal skills	
Items	loading	Items	loading	Items	loading	Items	loading	Items	loading	Items	loading	Items	loading
11	0.79	13	0.70	15	0.66	17	0.71	19	0.62	21	0.53	23	0.73
12	0.65	14	0.72	16	0.60	18	0.74	200	0.83	22	0.66	24	0.68

Table 3 shows the factor loading for each item on its respective factor. The results in Table 3 show that all 24 items are adequately and sufficiently loaded on their respective factors. The factors were 1. Fear of teaching failure, 2. Lack of emphasis on students' needs, 3. Using mainstream teaching methods, 4. Fear of being known as unknowledgeable, 5. Fear of being known as irresponsible and unaccountable, 6. Good communication skills, 7. Good motivational skills, 8. Willingness to reach professional development, 9, Good classroom management skills, 10. High English language proficiency, 11. Using the best teaching methods, and 12. Good verbal skills.In the next stage, the twelve factors obtained were again analyzed using exploratory factor analysis to explore the higher-order structure of the data. Table 4 shows the results of the higher-order exploratory factor analysis.

Table 4.
The Results of Higher Order Exploratory Factor Analysis

	Before training on positive thinking	After training on positive thinking
1. Fear of teaching failure	0.67	
2. Lack of emphasis on students' needs	0.40	
3. Using mainstream teaching methods	0.62	
4. Fear of being known as unknowledgeable	0.67	
5. Fear of being known as irresponsible & unaccountable	0.75	
6. Good communicative skills		0.53
7. Good motivational skills		0.70
8. Willingness to reach professional development		0.66
9. Good classroom management skills		0.75
10. High English language proficiency		0.62
11. Using the best teaching methods		0.80
12. Good verbal skills		0.50

As indicated in Table 4, the twelve factors can be grouped into two higher-order factors: Bipolar EFL teachers' professional identity patterns before positive thinking training and bipolar EFL teachers' professional identity patterns after positive thinking training. In sum, the results of the exploratory factor analysis were satisfactory and the initial 12 factors explained 52% of the total variance present in the 24-item questionnaire. The two higher-order factors also explained 70% of the variance of the 12 lower-order factors.

After exploring the factor structure of the data, the obtained structure was re-examined using confirmatory factor analysis. All the items were used as the observed variable, the subscales of Bipolar EFL Teachers' Professional Identity Patterns were used as first-order latent variables and Bipolar EFL Teachers' Professional Identity Patterns before and after positive thinking training were used as second-order latent variables. The results of the confirmatory factor analysis are shown in Figure 2.
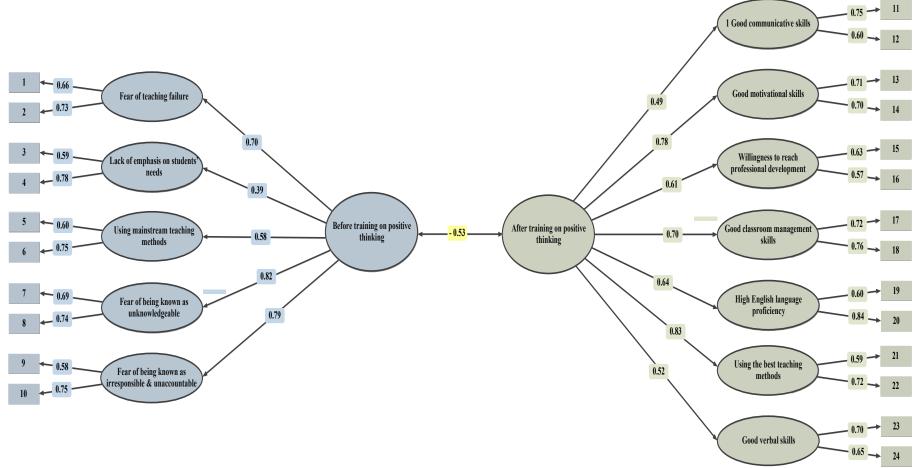

Figure 2. *The Results of Confirmatory Factor Analysis*

As demonstrated in Figure 2, all standardized coefficients of the paths in the model are significant and greater than 0.3. In addition, a significant negative correlation (-0.53) was found between identity patterns before and after positive thinking training.

Finally, to assess how well the model fits the data, the fit indices of the model were calculated after some modification of the model. The fit indices of the proposed model are presented in Table 5.

As can be seen in Table 5, the result of dividing X^2 by degrees of freedom is less than 3, The Comparative Fit Index (CFI), the Goodness of Fit Index (GFI) and Adjusted Goodness of Fit Index (AGFI) are equal to or greater than 0.90, and the Root Mean Square Error of Approximation (RMSEA) is greater than 0.05 (the acceptable criteria proposed by Kline, 2016). It can therefore be concluded that the model has a good fit. Finally, the reliability of the model was assessed using Cronbach's alpha coefficient. The obtained alpha coefficients are shown in Table 6.

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Table 5.
Fit Indices of the Proposed Model

	X^2/df	CFI	GFI	AGFI	RMSEA
Fit indices	1.19	0.91	0.93	0.90	0.08

Table 6.
Cronbach's Alpha Coefficients of the Model

subscales		Alpha coefficients'
Before Training	Fear of teaching failure	0.69
	Lack of emphasis on students' needs	0.60
	Using mainstream teaching methods	0.63
	Fear of being known as unknowledgeable	0.68
	Fear of being known as irresponsible & unaccountable	0.70
After Training	Good communicative skills	0.65
	Good motivational skills	0.72
	Willingness to reach professional development	0.58
	Good classroom management skills	0.78
	High English language proficiency	0.81
	Using the best teaching methods	0.66
	Good verbal skills	0.69

As indicated in Table 6, all the subscales of the questionnaire developed based on the proposed model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking have an acceptable reliability.

In sum, the results confirmed that the proposed model of bipolar EFL teachers' professional identity patterns before and after training on positive thinking is valid and reliable.

Discussion

Two research questions were answered in the present study. As far as the first research question *what model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking can be proposed?* is concerned, a model was developed using the grounded theory approach. According to the proposed model, before positive thinking training, bipolar EFL teachers had a fear of teaching failure, did not emphasize students' needs, used mainstream teaching methods, had the fear of being known as unknowledgeable, and had the fear of being known as irresponsible and unaccountable. However, after positive thinking training, the bipolar EFL teachers had good communication, classroom management, and motivational skills, were more willing to reach professional development and more proficient in the English language, used the best teaching methods, and had good verbal skills. This shows the effectiveness of the positive thinking training course on the bipolar EFL teachers' professional identity.

Related to the second research question *is the proposed model of bipolar EFL teachers' professional identity pattern before and after training on positive thinking valid and reliable?* The results showed that the model enjoys a high validity and reliability.

The findings are in consistent with the study by Salehi et al. (2018) which proved significant improvements in the communicative ability of the participants after training on positive thinking skills. Further, the findings corroborate the results of the study by Kianpour Barjoee et al. (2022) in that those who were trained on positive thinking achieved a higher professional development and commitment to their profession; and their fears were reduced. In the same vein, Moradi et al. (2017) reported the effectiveness of positive thinking skills on academic achievement of people. Similarly, in the study by Pourdavarani et al. (2021), the positive impact of training on positive thinking on anxiety and motivation was empirically indicated. Last but not least, the findings give support to the study by Hamidi et al. (2020) which unearthed increased levels of self-assertion as a result of being exposed to positive thinking training.

In interpreting the findings, it can be accounted for that positive thinking training contributes to higher levels of self-esteem and self-confidence and lower stress levels (Sarveswaran et al., 2021) in EFL teachers. Consequently, they become empowered enough for verbalization and their motivation is enhanced. Furthermore, positive thinking training transmits a sense of empathy and mutual relation to the EFL teachers. This in turn enhances their communicative skills. Besides, when the EFL teachers are trained in positive thinking skills, their self-efficacy is improved, and this in turn motivates them to work more on their English proficiency and do their best to find the best teaching method. Finally, positive thinking training encourages teachers to set definite goals for themselves. This is why they tried to achieve professional development, and their classroom management skill was improved after training on positive thinking.

Conclusion and Implications

According to the results, it can be concluded that positive thinking training can affect EFL bipolar teachers in reconstructing their own professional identity. Therefore, it can be concluded that professional identity is not a fixed and static construct, rather, it is re-constructed and co-constructed in the light of positive thinking training. The findings of this study are encouraging enough to lead us to the conclusion that the bipolar EFL teachers' professional identity is a dynamic construct construction, reconstruction and co-construction of which is influenced by training programs. It can also be concluded that positive thinking training helps the bipolar EFL teachers reduce their fears in teaching profession. Last but not least, it is concluded that positive thinking training has positive impacts on the bipolar EFL teachers in terms of their communicative, classroom management and motivational skills, willingness to reach professional development, English language proficiency, teaching methods, and verbal skills.

The findings have some implications for different groups of stakeholders. EFL teacher education administrators are recommended to provided opportunities and activities for bipolar EFL teachers in the form of pre-service or in-service training courses on positive thinking so that this group of EFL teachers are helped in the process of professional identity construction and reconstruction. Bipolar EFL teachers can take advantage of positive thinking self-training techniques to pass more successfully through the process of construction and reconstruction of their professional identity. Given that professional identity plays a paramount role in teaching success and effectiveness, this can contribute to more success and effectiveness of teaching in bipolar EFL teachers.

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