
EFL Teachers' Identity Construction: A Case Study

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ABSTRACT

The present study sought to explore how English language teachers in Iran construct their language identity. In doing so, the study also focused on the role of gender. For this purpose, six EFL teachers at an English language school, both male and female, were invited to participate in the study. The researchers asked the participants to fill out Berzonsky's (2010) identity construction questionnaire – a Likert-scale instrument comprising 40 items – to analyze their answers descriptively. The analysis of the data showed that the participants had an almost high perception of the questionnaire's informational style and commitment sections but had an average perception of normative and diffuse-avoidant styles. Furthermore, there was a statistically significant difference between male and female participants regarding their informational style. The implications of this study are elaborated in the paper.

Keywords: Identity Construction; Individual Differences; Teacher Education

INTRODUCTION

It seems that every person is to some extent aware of the role of his identity; however, some teachers might lack this awareness when they are given the issues related to their sense of self. Hence, they rely on some external factors to define their own identity (Ranter, 2014). Based on Erikson's theory of psychosocial development, identity is the ultimate achievement of adolescence when they come up with questions such as "who are we" (as cited in Ranter, 2014). Several research studies (Berman, Weems, & Stickle, 2006; Waterman, 2007, as cited in Ranter, 2014) have concluded that there seems to be a correlation between general well-being of humans, construction of identity and mental soundness. As indicated by Marcia's identity-status, (as cited in

Shahsavani, Shahsavari, and Sahragard, 2014), individuals who experience identity formation tend to fall into four evident stages, including accomplishment, moratorium, foreclosure, and dispersion. In any case, Berzonsky (2010) presented three new personality styles encompassing informational, normative, and diffuse/avoidant. Consequently, every individual builds up his/her exceptional character, which triggers unmistakable habits in different conditions in his/her life.

Identity construction is rooted mainly in socio-linguistics. Sociolinguistics rejects viewing identity as an end product that tries to assign individuals into pre-existing categories of identity. Instead, it tries to support a view that considers identity as produced within social actions. Accordingly, it is possible to say that English language teachers' identity valued from sociolinguistics when the societal factors

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are explored from the process-oriented perspective (Omoniyi, 2006). Considering the importance of identity construction in learning situations, the current study explores how language teachers in the Iranian EFL context construct their language identity in their learning situation. The researchers in this study aimed to work with six Iranian EFL teachers in a case study to ask their ideas and thoughts about identity construction in their language classes. The purpose of this study was to qualitatively collect and analyze how the learning situation in the language teaching profession could contribute to formulating English language teachers' identity. The researchers also intended to analyze collected answers from the teachers by giving Berzonsky's (2010) identity construction questionnaire. Teachers' responses on their construction of identity as a language teacher in an EFL context were planned to be descriptively analyzed.

RQ1. *What are the beliefs of the language teachers about their language identity construction?*

RQ2. *Does gender have any significant role in the identity of Iranian English language teachers?*

LITERATURE REVIEW

Individual Differences and Identity

Brown (2005) states that learners fall into various categories based on their preferred learning ways. Variety of learning styles such as impulsive vs. reflective, field independence-dependence, leveling vs. sharpening, random vs. sequential, concrete vs. abstract, synthetic vs. analytic, analogue vs. digital, global vs. particular, inductive vs. deductive have been introduced by Ehrman and Leaver (2003, cited in Brown, 2005). However, other styles comprising ambiguity tolerance, left- and suitable brain styles, and visual, auditory/ kinesthetic styles were added by other researchers (Brown, 2005).

Individual differences, especially psychological aspects including language aptitude, cognitive style, personality characteristics, and learning procedures, affect every individual's learning based on L2 acquisition hypotheses.

The effect of different character formation or all the more decisively identity development aspect of people on their favoured learning approach is by all accounts unavoidable. This is also true for teachers at any level. The multidimensionality of teacher identities, in particular, includes the interplay among the professional and personal aspects of the teacher selves although the relationship between the two is somewhat varied. For Morgan (2004) his identities accommodated his professional identities as he was able to draw on his personal life as material for reflection and critical thinking in the classroom or what he called "teacher identity as pedagogy" (p. 172).

The studies on the multidimensional nature of teacher identities point to the complexities of weaving the different aspects of teacher identities into a coherent narrative. According to Tsui (2007), the complexities mainly resulted from the debate on whether these dimensions could be or should be well balanced or whether balancing these facets of identities is a continuing site of struggle. Specifically, studies on non-native teacher identities (Lin, Wang, Akamatsu, & Riazi, 2002; Williams, 2007) tended to lean toward viewing identities of teachers as an ongoing site of scuffle between positioning competing identities.

The second characteristic of teacher identities is situatedness. The situated nature of teachers' identities is associated with the "stories to live by" (Connelly & Clandinin, 1999). Based on what they say, these are informed by the methods teachers make sense of their role according to the socio-cultural contexts of teaching. For example, a study conducted by Ha and Que (2006) demonstrated that the identities of a teacher in Vietnamese contexts were closely related to the expected role of a teacher as a moral guide. Studies on non-native teacher identities in particular show that credibility seemed to be essential to the identity formation of non-native teacher. This credibility factor was primarily mediated by the non-native teachers' own perceptions of their linguistic competence, students' perception of their competence and others' perceptions of their non-nativeness (Li, 2007). The situated nature of teacher identities implied that teacher

identities can shift when these teachers shuttle between one context and another due to immigration or participating in professional development programs.

Significance of Identity in Education

Personality issues were of intrigue to rationalists and men of religion until the late nineteenth century, when the prominent psychological depictions of oneself showed up. To a great extent, social researchers disregarded these depictions since they liked to focus on the investigation of detectable conduct, which could likewise be estimated to make claims in regards to human behavior. Swartz (2008) indicated that William James, the American clinician, initially expounded on the personality and self in his book 'Standards of Psychology'. He was then trailed by Freudians and neo-Freudians, who withdrew from Freud's unique ego and started connecting it to relational procedures. The main proper examination concerning oneself was directed during the 1960s. Social researchers made endeavours to conjecture how people's comprehension of themselves as independent substances was framed. Thus, enthusiasm for exploring character development started to demonstrate these identity speculations (Swartz, 2008). Sociology, psychology, human social sciences, and social psychology are among the controls that have completely investigated personality development issues and have impacted the origination of identity in instruction. This has additionally affected the sort of examination that has been led around there.

Probably the most primary reference in regards to the centrality of identity in instruction originated from John Dewey. In 1916, he moved the talk away from what is to be educated to one of dialogical trade between oneself (for example the instructor's character) and the relevant impacts that influence oneself (as cited in Gee, 2001). Regardless of this, studies on identity started to pick up significance just in the beginning of the 19th century when instructors and educational scientists understood that it was a significant unit of examination that empowered them to comprehend an enormous number of issues inside classes, schools and

inside the more extensive network of schools (Gee, 2000-2001).

Identity was regarded as essential concern in education, not exclusively to instructor teachers, yet additionally to instructive pioneers and chiefs in education. One of the most significant reasons why identity studies turned out to be so focal in instruction was the fast-changing nature of schools. It was in this way of most extreme significance to see how educators acclimated to an assortment of at the same time happening changes and how these affected the instructors' feeling of self. As put forth by (Gee, 2001), a second explanation that persuaded the twist of character research in training was the chance of giving rich information on relevantly explicit issues that encouraged dynamic procedures.

Identity research, claimed by Hargreaves and Goodson (1996), is likewise an important instrument that is valuable in advancing participation among partners, in helping instructors adapt to institutional change, and as a reason for institutional changes as well as changes in education. It has been described by Carson (2005) how, in a Canadian setting, some anti-racist instructors were confronted with enormous educators who vividly showed resistance from finding out about prejudice. This issue, Carson asserts, was because of the ignorance of anti-racist instructors. They ought to have realized that elements of opposition rise when educators' identities are undermined by specialists that mean to teach through language and information. Carson (2005) finishes by recommending that it is crucial to verbalize an "alternative theory of the subject" that considers educators' identities to be in persistent construction and includes exchanging new group and individual identities.

Construction of Identity

The study of identity creates a critical basis within modern sociological thought. According to Merriam-Webster Dictionary (2011), identity is "the set of social or individual qualities by which an individual is understandable as an individual from a group. The particular character of an individual is viewed as a continuing entity, that is individuality" (P. 245). The linguistic

descriptions of the concept of identity are brief and readily comprehensible. Their features are quickly apparent on the surface of all people we interact within our daily lives. However, the research has revealed that identity construction is much more intricate and complex than the simple definition in Webster's Dictionary. Vygotsky (1978) considered the 'self' as a complicated developing phenomenon continually created in and by people in their interactions with others and with the culturally converted issues. Vygotsky's writings consider ideas dealing with sociogenic formation of self so that social interaction, intervened by symbolic forms, presents substantial resources and ever provides limitations for self-making.

On the other hand, Erikson's (1979) perception about identity construction reflects an increasing summary of past life and a continuing construction produced as the cornerstone for the adult's future meaningful life. Erikson claimed that the function of identity is a future-oriented action in which it is grown through life stages. Accordingly, successful orientation creates particular personality features, continually changing and building upon individuals' experiences.

Identity in Teacher Education

Self and identity are included in teacher training courses. According to (Ivanic, 1998), the Self is regarded as individuals' feeling of their identity, primarily as indicated by their recognitions. It means, the Self can be recognized from the "individual" which is thought of as one's feeling of themselves as dependent on outer perspectives and social norms. Merging the 'self' and the person brings about "identity". This is taken as our "who" as framed by how we get ourselves and consider that we comprehend others (Merrill & West, 2009). This particular internalized and externalized "who" or character can, based on Hyland (2006), be summed up just as explicit, relating to one's specific belongings, for example, relative identity or family identity, author identity, and educator (instructor identity).

In addition, identities are frequently developed in communication instead of having a

fixed nature (Silverman, 2004). For instance, a model would be an identity of a student instructor encouraged by educator training courses that incorporate educating practices. These courses, as referenced previously, are sometimes perfectly parted into discrete units, bringing about instructor identity.

Related Studies

A study by Ha and Que (2006) illustrated that the seven Vietnamese English teachers' professional identities appeared to shape themselves. Ha and Que (2006) concluded that the professional roles of teacher guided the participants' behaviors as moral guides upheld in the Vietnamese society. Zacharias (2010) explored the development of instructor identities through a narrative investigation of 12 EFL educators seeking after TESOL graduate projects in the US. Utilizing poststructuralist perspective on identities, he inspected their narratives through their two years of studying in the United States. This procedure were included as they arranged various identities to be legal individuals from a US scholastic network. The data were gathered from meticulous individual meetings, focus group, and reports. The investigation discovered two significant discoveries. Initially, albeit many have cautioned against the utilization of nativeness as a deciding component in developing non-native instructor identities, the analysis of the narratives shows that linguistic identities keep on being focal in non-native identity development. Second, he found that instructor identities can change.

Sarani and Najjar (2012) inspected how learning circumstances in two networks of training (English and Arabic) built up the expert identity of language instructors. The aftereffects of the semi-structured interviews with five language instructors featured a few contrasts among English and Arabic language showing networks of training associated with arranged learning exercises that accommodate language educators to build up their expert character. Moreover, because the training network can be viewed as a potential educational plan that beginners might learn with accurate further contact, it would be taken the primary foundation of identity arrangement of both

English and Arabic instructors teaching language skills.

Trent (2012) led a case study with eight novice English language educators in Hong Kong, comprising detailed investigation of the encounters of two members, Christine and Samuel, during their underlying year of full time instructing at Hong Kong schools. The information, gathered during a whole scholastic year, indicated that Christine utilized her encounters of turning into an instructor to legitimize and reaffirm her assurance to seek after a profession inside English language education. On the other hand, Samuel's basic year of full-time instructing finished in his choice to leave the teaching profession. This examination aims to investigate these different encounters and results utilizing a structure of educator identity development. From this point of view, results propose that the members' commitment in the practices and exercises of instructing, their relations with associates, and their situating inside various discourses of instructing and learning by their schools along with extensive instructive condition, formed their choices about whether to keep on their teaching vocation.

Sarani and Najjar (2012) investigated the construction of language instructors' identity in the arranged learning of language teaching network of training. The findings of the semi-structure interviews having five language educators featured a few contrasts among English and Arabic language teaching communities of training regarding the arranged learning exercises they make for language instructors to build up their expert character. Moreover, because the community of practice can be viewed as a potential educational plan that newcomers might learn with open peripheral access, it would be taken as a principle foundation of identity development of both Arabic and English language instructors.

Mugford and Sughrua (2015) carried out a study concerning the teacher identity and emotions in the classroom. They considered the particular case of Mexican undergraduate students under training to be EFL educators.

They investigated how their emotional perspectives impact their self-perceived ways of life as instructors and how their undergraduate programs cultivate those characters. They argued for the importance of teacher education programs that could help students understand and then adjust their feelings within the language classroom. The results of their study affirmed that since student instructors regularly observe their identity in rather fixed ethnic, sexual orientation and geological classifications, teachers' trainers need to solicit whether thought from various identities would all the more precisely reflect classroom realities, particularly those of the language learners. Moreover, their examination demonstrated that student teachers might communicate negative emotions, which would be smothered and discussed in educator training courses once in a while.

METHOD

Participants

The number of participants in this study is not representative of the population. Therefore, the result of this study could not be generalized to a broader community and only can be used as a framework for future practices. The participants of this study included 6 EFL teachers at an English language institute. There were three male and three female teachers. They were male teachers aged 22 to 33, and their teaching experience ranged from 5 to 9 years. The female teachers' age ranged from 22 to 26, and they had a teaching experience of 6 to 11 years. In addition, one male and one female teacher had the experience of working in a school setting for about two years and half a year respectively and working at language institutes.

Instrumentation and Materials

The researchers asked the participants to fill out Berzonsky's (2010) identity construction questionnaire to analyze their answers descriptively. This questionnaire had 40 questions in a Likert-scale format (see Appendix A). Table 1 summarizes the components of the identity construction questionnaire.

Table 1
Factors and Items of Berzonsky's (2010) Identity Construction Questionnaire

No.	Factor	Items
1	Informational Style (10 items)	(5 + 9 + 16 + 20 + 23 + 27 + 31 + 34 + 36 + 39)
2	Normative Style (9 items)	(2 + 6 + 10 + 13 + 17 + 24 + 28 + 32 + 35)
3	Diffuse-Avoidant Style (12 items)	(3 + 7 + 11 + 14 + 18 + 21 + 25 + 29 + 33 + 37 + 38 + 40)
4	Commitment	(1 + 4 + 8 + 12 + 15 + 19 + 22 + 26 + 30)

As it can be seen in the above Table, Berzonsky's (2010) identity construction questionnaire had 40 items and four components: Informational Style (10 items), Normative Style (9 items), Diffuse-Avoidant Style (12 items), and Commitment (9 items). Before handing it out to the participants, the researchers gave the questionnaire to thirty EFL teachers. They asked them to fill it out in order to check its reliability. As a result, the Cronbach's Alpha reliability of the Berzonsky's (2010) identity construction questionnaire with 40 items and 10 participants was found to be .93, which shows a relatively high-reliability index.

Data Collection Procedure

At first, the researchers gave the identity questionnaire to 30 EFL teachers to check the reliability of the questionnaire (see chapter 4 for the report of the reliability analysis). Some of the teachers received the questionnaire in person, and some received them via email addresses. They, the, filled out and sent them back electronically. Next, the teacher selected six EFL teachers, three male and three female participants, gave them the questionnaire and collected their answers. They were asked to spend time

answering the Berzonsky's (2010) identity construction questionnaire as honestly as possible in about 15 minutes. He then analyzed the teachers' responses on their construction of identity as a language teacher in an EFL context. Finally, the items of the questionnaires were analyzed descriptively, reporting their mean, standard deviation, minimum, and maximum scores. All the required data were then collected to be reported using the SPSS software.

Data Analysis

The data gathered from the questionnaires were transcribed and analyzed qualitatively. The researchers described the identity construction of Iranian EFL teachers. SPSS version 22 was also used to classify the answers. The items of the questionnaires were analyzed descriptively reporting their mean, antedated deviation, minimum, and maximum scores for each person.

Answering the First Research Question

RQ1. What are the beliefs of the language teachers about their language identity construction?

The following table delineates the descriptive statistics of the identity questionnaire, which six teachers have answered.

Table 2
Descriptive Statistics for the Identity Questionnaire Answered by Six Participants

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Informational Style	6	3.60	4.80	4.1667	.43205	.187
Normative Style	6	2.22	2.44	2.3148	.10924	.012
Diffuse- Avoidant Style	6	2.42	2.67	2.5556	.08607	.007
Commitment	6	4.11	5.00	4.3333	.33702	.114
Valid N (listwise)	6					

According to Table 2 above, the highest mean score ($M=4.33$) was related to the ‘commitment’ of the teachers. The next highest mean score ($M=4.16$) was for the ‘informational style’ components of teachers’ identity. ‘Diffuse-avoidant’ style came third ($M=2.55$) while the ‘normative style’ received the lowest mean score ($M=2.31$). the following table shows the result of the correlation analysis among the four components of the questionnaire. As Table 3 shows, there was a positive relationship between “informational style” and

“normative style”, between “informational style” and “diffuse-avoidant”, and “informational style” and “commitment”. However, none of them was statically significant, $P > .05$. There was a positive relationship between “normative style” and “diffuse-avoidant”, between “normative style” and “commitment”. However, none of them was statically significant, $P > .05$. Finally, there was a negative relationship between “diffuse-avoidant” and “commitment”, but it was not statically significant, $r = -.19$, $P > .05$.

Table 3*Correlation Analysis for the Identity Questionnaire Answered by Six Participants*

		NS	DAS	Commit
IS	Pearson Correlation	.455	.105	.778
	Sig. (2-tailed)	.364	.844	.068
	N	6	6	6
NS	Pearson Correlation	-	.328	.604
	Sig. (2-tailed)		.525	.205
	N	-	6	6
DAS	Pearson Correlation			-.192
	Sig. (2-tailed)			.716
	N			6

Answering the Second Research Question

RQ2. Does gender have any significant role in the identity of Iranian English language teachers?

The following table tests the hypothesis of the normal data distribution.

Table 4*Result of the Normality Test*

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Informational Style	.135	6	.200*
Normative style	.302	6	.094
Diffuse Avoidant	.293	6	.117
Commitment	.333	6	.056

As indicated in Table 4, the normality of distribution was confirmed ($P > .05$). Therefore,

the parametric Independent-Samples t-test was used for mean comparison.

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Informational_Style	Male	3	45.0000	2.64575	1.52753
	Female	3	38.3333	2.51661	1.45297
Normative_style	Male	3	21.3333	1.15470	.66667
	Female	3	20.3333	.57735	.33333
Diffuse_Avoidant	Male	3	31.0000	1.00000	.57735
	Female	3	30.3333	1.15470	.66667
Commitment	Male	3	40.6667	3.78594	2.18581
	Female	3	37.3333	.57735	.33333

As shown in Table 5 above, the mean scores for the informational style, normative style, diffuse-avoidant, and commitment components as to male and female groups are 45, 38.33; 21.33, 20.33; 31, 30.33; and 40.66, 37.33, respectively. Table 4.7 below shows the result of the inferential test. The independent samples *t*-test was run to compare the mean scores of the male and female participants across the four

components of the identity questionnaire. The result of the inferential test showed that there was only a statistically significant difference between the male and female participants in their "informational style" components, $t(4) = 3.16, p < .05$.

However, there was not any statistically significant difference between the males and females as to the other three remaining components, $p > 0.05$.

Table 6

Result of the Independent-Samples *t*-Test for the Comparison of Male and Female Teachers across the Components of Identity

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	<i>t</i>	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference
Informational Style	Equal variances assumed	.057	.823	3.162	4	.034	6.66667	2.10819
	Equal variances not assumed			3.162	3.990	.034	6.66667	2.10819
Normative Style	Equal variances assumed	3.200	.148	1.342	4	.251	1.00000	.74536
	Equal variances not assumed			1.342	2.941	.274	1.00000	.74536
Diffuse Avoidant	Equal variances assumed	.308	.609	.756	4	.492	.66667	.88192
	Equal variances not assumed			.756	3.920	.493	.66667	.88192
Commitment	Equal variances assumed	9.680	.036	1.508	4	.206	3.33333	2.21108
	Equal variances not assumed			1.508	2.093	.265	3.33333	2.21108

DISCUSSION AND CONCLUSION

The present study represents a preliminary effort to investigate the language teachers' beliefs about their language identity construction. It was also an attempt to find the role of gender in the identity of Iranian English language teachers. As to the first question, that is the beliefs of the language teachers about their language identity construction, it was found that the highest mean score was related to the 'commitment' of the teachers; 'informational style' came second; 'diffuse-avoidant' style ranked third, while the 'normative style' received the lowest mean score. In addition, the result of the correlation test among the components of the identity questionnaire showed that there was a positive relationship between

"informational style" and "normative style", between "informational style" and "diffuse-avoidant", and "informational style" and "commitment". However, none of them was statically significant, $P > .05$. Also, a positive relationship was found between "normative style" and "diffuse-avoidant", between "normative style" and "commitment". However, none of them was statistically significant, $P > .05$. Finally, a negative relationship was found between "diffuse-avoidant" and "commitment", but it was not statically significant either, $r = -.19, P > .05$.

The results of the first research question are in line with the findings of Ha and Que (2006) as they showed that the professional identities of English teachers appear to shape their

selves and professional roles as teachers. This study was concerned with native teachers, but it is worth mentioning Zacharias (2010) found that linguistic identities continue to be central in non-native identity construction, and teacher identities can shift. Hence, identity should not be regarded as a fixed factor. Furthermore, in lines with the findings of the present study, Trent (2012) contended that learners' commitment in the practices and exercises of instructing, their relations with partners, and their situating inside various discourses of instructing and learning by their schools and the more extensive instructional milieu, formed their choices about whether to keep on pursuing a teaching vocation. Regarding the second question, that is the role of gender in the identity of Iranian English language teachers, it was found that there was only a statistically significant difference between the male and female participants in their "informational style" components; there was not any significant difference between the males and females as to the other three remaining components. However, what Mugford and Sughrua (2015) found could be taken as a contrast to this study in that their conclusions confirmed that since student instructors regularly observe their identity in fixed ethnic, sexual orientation and geographical classifications, teacher trainers need to solicit whether thought from different identities would all the more precisely reflect classroom realities. They also affirmed that student educators might communicate negative sentiments that would be smothered and once in a while discussed in instructor training courses.

Taking what has been discussed above, it can be concluded that Iranian language teachers considered their commitment to be of the highest priority in constructing identity. This can be interpreted regarding their country's cultural norms and workplace rules in general and work settings in particular. Restrictions or limitations teachers face in language institutes can account for their priority regarding commitment; they tend not to break the norms they are brought up with.

As to the gender difference, although there were some differences, these were not statistically meaningful, except for the informational style. It shows that both males and females of

the study try to comply with the rules and norms of their workplace; however, they seem to technically differ in specific issues when it comes to their personal decisions about life, work, and challenges. Of course, it should be mentioned that more research should be done with a larger sample in order to find whether this could be attributed to their psychological norms or other traits.

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Appendix**Berzonsky's (2010) Identity Construction Questionnaire**

I know basically what I believe and don't believe.

1 2 3 4 5

I automatically adopt and follow the values I was brought up with.

1 2 3 4 5

I'm not sure where I'm heading in my life; I guess things will work themselves out.

1 2 3 4 5

I know what I want to do with my future.

1 2 3 4 5

Talking to others helps me explore my personal beliefs.

1 2 3 4 5

I strive to achieve the goals that my family and friends hold for me.

1 2 3 4 5

It doesn't pay to worry about values in advance; I decide things as they happen.

1 2 3 4 5

I am not really sure what I believe.

1 2 3 4 5

When facing a life decision, I take into account different points of view before making a choice.

1 2 3 4 5

I have always known what I believe and don't believe; I never really have doubts about my beliefs.

1 2 3 4 5

Many times, by not concerning myself with personal problems, they work themselves out.

1 2 3 4 5

I am not sure which values I really hold.

1 2 3 4 5

I never question what I want to do with my life because I tend to follow what important people expect me to do.

1 2 3 4 5

I am not really thinking about my future now, it is still a long way off.

1 2 3 4 5

I am not sure what I want to do in the future.

1 2 3 4 5

When facing a life decision, I try to analyse the situation in order to understand it.

1 2 3 4 5

I think it is better to adopt a firm set of beliefs than to be open-minded.

1 2 3 4 5

When I have to make an important life decision, I try to wait as long as possible in order to see what will happen.

1 2 3 4 5

I have clear and definite life goals.

1 2 3 4 5

I find that personal problems often turn out to be interesting challenges.

1 2 3 4 5

It's best for me not to take life too seriously; I just try to enjoy it.

1 2 3 4 5

I am not sure what I want out of life.

1 2 3 4 5

When making important life decisions, I like to think about my options.

1 2 3 4 5

I think it's better to hold on to fixed values rather than to consider alternative value systems.

1 2 3 4 5

I try not to think about or deal with personal problems as long as I can.

1 2 3 4 5

I have a definite set of values that I use to make personal decisions.

1 2 3 4 5

I handle problems in my life by actively reflecting on them.

1 2 3 4 5

I prefer to deal with situations in which I can rely on social norms and standards.

1 2 3 4 5

I try to avoid personal situations that require me to think a lot and deal with them on my own.

1 2 3 4 5

I am emotionally involved and committed to specific values and ideals.

1 2 3 4 5

When making important life decisions, I like to have as much information as possible.

1 2 3 4 5

When I make a decision about my future, I automatically follow what close friends or relatives expect from me.

1 2 3 4 5

Sometimes I refuse to believe a problem will happen, and things manage to work themselves out.

1 2 3 4 5

I periodically think about and examine the logical consistency between my life goals.

1 2 3 4 5

When others say something that challenges my personal values or beliefs, I automatically disregard what they have to say.

1 2 3 4 5

When others say something that challenges my values or beliefs, I try to understand their point of view.

1 2 3 4 5

My life plans tend to change whenever I talk to different people.

1 2 3 4 5

Who I am changes from situation to situation?

1 2 3 4 5

It is important for me to obtain and evaluate information from a variety of sources before I make important life decisions.

1 2 3 4 5

When personal problems arise, I try to delay acting as long as possible.

1 2 3 4 5