University of Southampton

Faculty of Humanity

Languages, Cultures and Linguistics

Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences around Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions

by

Hadeel Wadia Eshgi

Thesis for the degree of Doctor of Philosophy

27th December 2023

ORCID iD: https://orcid.org/0009-0000-5013-3010

University of Southampton

Abstract

Faculty of Humanity

Languages, Cultures and Linguistics

Thesis for the degree of Doctor of Philosophy

Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences around Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions

Hadeel Wadia Eshgi

Understanding teacher identity is an essential aspect of teacher development (Cross, 2006), and there is consensus that a teacher's professional identity is influenced by internal factors, such as tensions and emotions, and by external factors, such as context and experiences, placing teacher identity in a position of constant change (Nguyen, 2017; Pillen et al., 2013; Subryan, 2017). Emotions constitute an essential element of teachers' work and identity, and have a significant effect on identity and its shaping (Hargreaves, 2001; Nias, 1996; Sutton & Wheatley, 2003). The concept of agency is also embedded in considerations of teacher identity and emotion (Vloet and van Swet, 2010), especially in contexts characterised by mandatory professional development practices and restrictive classroom policies, as is the case in this research context. Teacher education programmes play a crucial role in shaping teachers' agency, and can be integrated into identity performances and constructions (Lai et al., 2016; Lasky, 2005; Priestley et al., 2012), and professional development is a prominent and institutionalised element of the context investigated in this study. Therefore, the aim of this study is to explore the role and impact of professional development in the environment in which these teachers operate, and this is explored in relation to teachers' professional identity, agency, and emotions.

This study investigates Saudi teachers working in the English Language Institute at King Abdulaziz University in Saudi Arabia, where professional development and educational policies play a distinctive role in student and educator experiences. It aims to provide a holistic, phenomenological account of the intersecting elements that are influential in this

educational context. To supplement the phenomenological methodological framework, I drew on Bucholtz and Hall's (2010) identity framework, Wenger's (1998) conceptualisation of trajectory in communities of practice, and Lazarus's (1991) emotion's theory to provide a theoretical and analytical focus for the study. The method for this phenomenological qualitative study involved observation of professional development training, and narrative and semi-structured interviews of six female English language Saudi teachers.

The findings provide valuable insights into how teacher identity is shaped and reshaped by teachers positioning themselves in relation to different elements within the context, indexed particularly through metaphors, and through processes of distinction from and adequation towards others. The findings demonstrate the influence of context, culture, and individual positioning on teacher identity, agency, and emotions, as well as the effect of agency and emotions on teacher identity. This effect is not a one-way process, and should instead be seen as an interrelationship between teachers' identity, agency and emotions, and this interaction is what constructs and reconstructs teacher identity over time. Overall, this study contributes to our knowledge of how university English language teachers, operating in a context where professional development and policy play distinctive and dominant roles, operate with their own cultures, roles, and expectations, enabling them to engage with both restrictive and developmental practices in different and unexpected ways. Themes around relationality and roles show how teachers respond, often consciously, to different stimuli that require them to negotiate and align elements of their identities, emotions, and agency, which is not always easy and is characterised by change over time. This occurs in ways that require cultural awareness and qualitative insights to understand and interpret.

Table of Content

Table of Tables

Research Thesis: Declaration of Authorship

Print name: HADEEL WADIA ESHGI

Title of thesis: Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences of Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;
7. None of this work has been published before submission

Signature: Date: December 2023

Acknowledgements

It has been a dream come true to write this thesis. A dream that would not be possible without the support of many people throughout these challenging, yet inspiring years.

I would like to express my deepest gratitude to my dearest parents, who are the reason for every success in my life. To my mother, you have supported me in every way throughout this journey. I cannot express how grateful I am for taking the time to be by my side when I was feeling overwhelmed and lost, travelling all those miles to be present for both me and my children. You have been the epitome of motherhood, a cherished confidante, and an unwavering pillar of support for us all.

To my father, you have been and always will be my source of strength. Your belief in me, even during my moments of self-doubt, propelled me forward. Thank you for instilling in me the values of perseverance and determination. Mom and Dad, without your love, support, and faith in me, I would never become the doctor you always believed I would be.

I want to thank my sons, Mohammad, Ameen, and Yussuf, the three young men who lived this journey with me day in and day out. Mohammad, thank you for your empathy and compassion during those moments when I unintentionally neglected my own well-being, you graciously tended to me in your loving way. Ameen, thank you for all that you have done during my moments of sheer exhaustion, you selflessly shouldered the weight of my laptop, countless papers, and books, showing me what true unwavering determination looked like. Yussuf, thank you for your attentive ear and empathetic heart offering me the space to pour out my fears, knowing that you would listen without judgment. Your unwavering support has been a guiding light, reminding me of the reasons for undertaking this journey.

To my sisters, I would not be here without you. To my sister Sura, thank you for your constant care and support. You are always the source of comfort when I needed it the most, being there for me has made a world of difference. A special thanks go to my sister, Saja. Thank you for being my rock and for standing by my side throughout this doctoral journey. You have been a constant source of support and strength for me and my sons. Your belief and encouragement have left an indelible mark on my heart. Throughout the years, you have not

only been my sister but my guiding light and pillar of emotional solace, and I am forever grateful to have you as my sister.

I would like to take a moment to honour and remember my beloved sister, Shahad, whose presence and influence have profoundly impacted me. Though she is no longer with us, her spirit has continuously guided me, and I know she would have wanted to share this milestone with me. I am forever grateful for the love and inspiration she bestowed upon me and though she cannot be here, I carry her memory in my heart, and her impact on my life will forever be cherished.

To my dear friend, Ghadeer, I want to express my deepest gratitude for the immeasurable love and unwavering support you have bestowed upon me. Your presence has been a constant source of comfort and strength throughout this journey, and I cannot thank you enough for being there each and every day. Your attentive listening, wise advice, soothing comfort, and uplifting encouragement have been priceless gifts that have carried me through both triumphs and challenges. Our lengthy phone calls and cherished moments spent together hold a special place in my heart. I am truly grateful for your unwavering friendship, for without it, this journey would have taken a different path.

Lastly, I want to extend my heartfelt appreciation to the extraordinary individual who has been the highlight of my PhD journey—my supervisor, Robert Baird. From the very moment we met, I sensed that you would be an exceptional mentor, if not the very best. As time passed, you not only fulfilled the role of a supervisor but also became my trusted friend and unwavering believer, standing by me through every challenge I encountered. Every feedback, meeting, and email developed helped and comforted me in every way. Your guidance, support, and unwavering faith in my abilities have been invaluable every step of the way. No amount of words can adequately convey the depth of my gratitude, except to say that this journey would have been incomplete without your presence and influence.

Chapter 1 Introduction

1.1 Introduction

This research takes place in the English Language Institute (ELI) at King Abdulaziz University (KAU) in Saudi Arabia, where I work and where professional development (PD) programmes often consist of administration-mandated courses and workshops that tend to be characterised by top-down delivery of procedural and pedagogical knowledge to the teaching staff. Farrell (2007) argues that although top-down PD programmes typically aim to transmit knowledge that teachers will then translate into action to improve their practice, such programmes have limited impact on teachers' learning and performance, in large part because many of the ideas presented are far removed from the reality of classrooms. On a contextual and cultural level, these programmes also tend to reference ideas, terms, practices, and roles with different meanings and implications for others operating in different spaces. Furthermore, teachers in this environment are obliged to follow a rigid pacing guide, a specific book, and ELI policies; this structure may cause a gap between what is provided by the PD and the reality of classrooms. Although the ELI's environment is restrictive in terms of top-down requirements, teachers and students still interact and generate and seize meaning and learning opportunities within these structures, which they may embrace or resist in different ways; as a result, a focus on the human elements of teaching and teacher development is essential within such contexts.

Literature on teacher identity highlights the importance of understanding teacher identity as an essential aspect of teacher development (Cross, 2006). The interest in the importance of teacher identity in teacher education in the last two decades resulted in the evolution of teacher identity into a mature sub-field of research itself (Beijaard, Meijer, & Verloop, 2004). This is because when teachers learn how to teach, they also learn how to think, know, and feel like a teacher (Feiman-Nemser, 2008). Mockler (2011), coinciding with this view, argues that "an understanding of the processes by which teacher professional identity is formed and mediated is central to understanding the professional learning and development needs of teachers and advancing a richer, more transformative vision for education" (p. 517). According to Beauchamp and Lynn (2009), teachers' identity faces a shift during professional

development. Furthermore, teachers' identity may also undergo shifts as a result of interactions with other factors in the context where they work. There is a consensus that teachers' professional identity is influenced by internal factors, such as tensions and emotions, and by external factors, such as context and past experiences, placing teacher identity in constant change (Nguyen, 2017; Pillen et al., 2013; Subryan, 2017). This study investigates this interface between different faces of external influence and the internal factors that emerge around them.

The concept of agency cannot be disregarded in discussions of teacher identity, especially in contexts characterised by mandated PD practices and restrictive classroom policies. The relationship between identity and agency has been widely discussed in the literature on identity in teaching (Holland et al., 1998), and I expect this to be a meaningful relationship in this study. Many researchers have argued that acknowledging the importance of teachers' agency is an essential dimension of teachers' professionalism and develops the overall quality of education (Goodson, 2003; Nieveen, 2011; Priestley, 2011). Furthermore, research has confirmed that teacher education programmes play a crucial role in shaping teachers' agency and can be integrated into identity performances and constructions (Lai et al., 2016; Lasky, 2005; Priestley et al., 2012). Naturally, restrictive policies on practice and materials will also have an impact on teacher agency, but this is not a simple case of a lost agency, as agency exists in choices, deviations, and positions that teachers can take through choices they make (see section 2.1.3).

Another focus of this research will be teacher emotions. Recent educational research has affirmed that emotions constitute an essential element of teachers' work and identity (Hargreaves, 2001; Nias, 1996; Sutton & Wheatley, 2003). Beauchamp and Thomas (2009) argue that emotions have a significant effect on identity and its shaping. I anticipate emotions to be closely related to agency in the identity work and negotiations that teachers undertake in this study. Research has also shown that educational settings such as classrooms and professional development programmes is where teachers get emotionally engaged and face high levels of emotions, and therefore, this is where teacher identity should be studied (Zembylas, 2005).

Therefore, the aim of this study is to explore the role and impact of the PD programme provided by the professional development unit in the ELI, and the practices emerging from it,

in the environment in which Saudi ELI teachers operate and in relation to teachers' professional identity, agency, and emotions.

1.2. Research Aims and Objectives

This qualitative interpretative phenomenological research aims to understand Saudi ELI teachers' engagement with and perceptions of the PD programme provided by ELI, and how this affects their perceptions, engagement, and responses to other elements in their context, in relation to their contextual roles and professional identities. That is, the study explores how and to what extent ELI teachers' professional identity, agency, and emotions can be influenced and shaped by what they experience and perceive in their PD programmes and its effect on other elements, within the broader context of the ELI. PD, in the context of this study, refers to the PD programme's offerings, and not wider teacher development activities.

To achieve the study's aims, the research adopts the following objectives:

- Understand ELI teachers' overall experiences and perceptions as they participate in PD programmes provided by ELI, and how it impacts their perceptions and engagements with other elements in their context.

- Explore how and to what extent ELI teachers' professional identities were influenced and shaped, in the environment in which they operate as educators, by their experiences with PD programmes provided by ELI in relation to other elements in their context.

- Explore ELI teachers' agency in the spaces between a) their prior experience, b) what is provided by PD, c) top-down policies governing their roles and practices, and d) perceived needs and affordances that emerge in their classroom practices.

- Explore whether PD programmes, in the environment in which ELI teachers operate, influence teachers' emotions, and/or whether teachers' emotions influence teachers' engagement with and beyond the PD programmes.

The understanding resulting from these objectives will provide an opportunity for critical reflection and awareness raising around affordances and barriers presented by PD and wider policies in this context and will understand the positions of teachers operating in this environment.

1.3. Research Questions

This study's main research question is as follows:

In what ways do ELI teachers construct, adapt, and negotiate their professional identities based on their experiences in and around PD programmes in their context?

To answer the above overarching research question, three subsidiary questions will be investigated in this study:

1. What relationships exist between perceived contextual roles and identities as teaching professionals, and participants' perceptions of and engagement with the PD programme?
2. In what ways are teacher agency and professional identity framed, performed, managed, and negotiated in relation to participants' teaching environments and the PD programme?
3. In what ways is teacher emotion associated with perceived affordances, barriers, positioning, and meaning construction in PD and teaching environments, and how does this relate to participants' wider identity positioning and agency?

This study seeks to look at the researched teaching context of ELI, where PD and policy play a distinctive role and realisation, in order to attempt a holistic, phenomenological account of the many intersecting elements that exist and are influential in educational contexts here and more widely. It should be noted again that the study explores professional development programmes provided by the professional development unit in the ELI and the emerging practices around it and not wider professional development practices. The context is characterised by structure and hierarchy, where gender and various roles are essential factors in how ideas and practices are constructed, perceived, and engaged with. Despite the precise structure of teaching and PD, teaching and social identification are necessarily characterised by interaction, experiential change, and perceptions of self, other, and environmental factors. These environmental factors, present in both PD programmes and teaching contexts, provide opportunities for meaning making and identity work to take place, as these factors offer affordances, motivations, and barriers to different teachers in different ways. To engage a PD programme as a vehicle for understanding these teachers, their teacher development, and holistic and contextual teaching, I have framed the study to cover the following:

1) the relationship between teachers' perceptions of their teaching environments and the PD programme;

2) the emergence and treatment of agency and identity positioning in teachers' teaching environments and the PD programme; and

3) how emotions intersect with the aforementioned factors.

Teacher emotion, a subject of great empirical interest in the field recently, is a valuable way to explore the roles and perceptions of teachers in the structured, hierarchical, and yet interactive and supportive environment of the ELI.

1.2 Context and Rationale

1.2.1 History of English in the KSA

It is difficult to determine precisely when English was introduced in the KSA because Saudi Arabia was never occupied by any European power, meaning that English was not introduced as a necessity but primarily as a means of establishing international communication. According to Al-Seghayer (2005), not long after establishing the KSA in 1932, the Saudi government realised the need to teach English to the swiftly growing Saudi population to communicate with the outside world. The oil industry is one of the main reasons for introducing English to the education system (Al-Seghayer, 2005). With the rapid development of the oil industry, KSA entered trade agreement with the USA and promoted teaching English to citizens to work in Arabian-American oil companies (ARAMCO) (Al-Seghayer, 2005). This led the government to provide scholarships primarily to the USA and Britain to study majors that would permit them to work in the oil industry, and therefore promoted teaching English to citizens to prepare them for these scholarships (Al-Seghayer, 2005). Promoting English was also crucial for Saudis to communicate in English with individuals outside of the country and with foreign experts in the oil industry (Alam, 1986).

KSA annually hosts nearly 30,000,000 Muslims from all over the world to perform *Umra* and *Hajj* (a religious rite). Hence, Saudi citizens came into increasing contact with pilgrims from around the globe, including Asia, Africa, and Europe, especially in the pilgrim cities of Mecca and Medina. Trade also increased with the pilgrims and scholars who came to learn about

Islam at the Holly mosques. Many migrants settled there, legally and illegally, which made KSA an important place for language interaction between speakers of different languages, creating linguistic diversity. Although Arabic became a lingua franca for many speakers, English has featured more prominently than other languages, especially over the most recent century (Elyas & Picard, 2018). Therefore, it has become essential for Saudis to be taught English to communicate with the large number of English-speaking visitors, and in some cases, residents in their country (Meccawy, 2010).

Although scholars disagree over the exact starting point of English education in the region, dating it between 1926 and 1928 (cf. Al-Maini, 2013; Al-Seghayer, 2005), it has undergone several modifications. English teaching in KSA has both been prioritised and has met resistance. When English was first introduced to mainstream education, it was taught from the first year of elementary school (age six) until the final year of high school (age 18) (Al Abed Al Haq & Smadi, 1996). Since the establishment of the Ministry of Education (MoE) in 1935, English teaching has been reduced as it changed to starting in intermediate schools (ages 12 to 15) and secondary schools (ages 16 to 18) as a compulsory subject for only three hours per week. This reduction was primarily due to concerns that 'the use of English entails Westernisation and detachment from the country and that it would be a source of corruption to their religious commitment' (Al-Haq & Al-Smadi, 1996). English teaching at school remained restricted, and a strong emphasis on Arabic and Islamic subjects remained at all levels of education (Elyas & Picard, 2018).

In 2004, a drive for higher standards of English put prioritising English back on the agenda. Among the proposed rationales for this change was reported to be low English proficiency levels, especially in university students and the job market. This was believed to be due to limited teaching of English to intermediate and secondary levels (Al-Shithri, 2001), and therefore, the MoE reintroduced English at elementary schools (to grades 4, 5, and 6) (Al-Seghayer, 2011).

Teaching English in the KSA, as well as the whole education system, was and still is controlled by the MoE. As a result, teachers must adhere to specific textbooks, syllabi, and deadlines that are decided by the Department of Curriculum in the MoE, followed throughout the country (Al-Seghayer, 2011). As Elyas and Picard observe (2019), the Saudi government's

control over the education curriculum, including English teaching, was and remains a characteristic of today's Saudi education system.

English holds a high position in the KSA as the only foreign language taught in public and private schools, universities, and industrial and government institutions. English is taught as a core subject in public schools (three years of elementary, intermediate, and secondary grades), all private school grades, and all universities. In universities, English is a core subject, even for non-English majors. At most universities, technical departments, science, medicine, and engineering, as well as several other departments, English is used as a medium of instruction (Al-Seghayer, 2011).

Nowadays, with the 2030 Vision, KSA is implementing drastic changes in education, including teaching English. Vision 2030, announced by Prince Mohammed bin Salman, focuses on restructuring the KSA economy to a balanced and investment-based model rather than an oil-dependent country, which results in substantial economic transformation, cultural developments, and business investments. However, the government is aware that achieving cultural, business, and economic reforms within the country is only possible by implementing quality education. According to the analyses of the Vision 2030, the development and enhancement of Saudi Arabia's education system are linked with the development of English language teachings (Al-Zahrani et al., 2017).

One of the necessary measures taken to enhance teaching in the KSA is restructuring the curriculum based on this vision. The vision requires adequate provision of training of different educational teams who are seen as essential for teaching all subjects, including English which was and still of great importance in the Saudi education system. Therefore, difficulties in English language learning should be overcome to accomplish success in the development of effective strategies for teaching and learning English (Alrabai, 2016). To improve the teaching curriculum, adequate training should be provided to English teachers, so teachers need to adopt a specific mechanism provided by continuous professional development (Alrabai, 2016). Besides teacher development, the new implementation is in a contested ideological landscape still, and the official direction has been signalled as one that's moving towards more communicative methods, more focus on communicative competence, and more focus on people's abilities and opportunities to use English which has interesting but not very clear implications for this restrictive teaching context.

Therefore, English in the KSA is a language that has grown in significance across areas of Saudi education; its history, as well as the purposes for its introduction and promotion, bring complexities that need to be considered when researching teaching practices, identity, and education.

1.2.2 English in Higher Education in the KSA

Since establishing the Saudi Ministry of Higher Education (MoHE) in 1975, the KSA has provided generous educational funding, allowing for the formation of several new universities and colleges that meet the educational needs of the growing Saudi population (Al-Seghayer, 2014). Since the establishment of the MoHE, the number of universities has increased from three to twenty-eight public universities and nine private universities (Al-Seghayer, 2014), which shows the importance of higher education to KSA's national agenda.

Higher education in the KSA is gender-segregated; men and women do not meet and study at separate campuses, except for medical specialities. Male teachers teach only male students, and female teachers teach female students. Therefore, most universities in the KSA have two separate campuses, one for male students and the other for female students (Mansory, 2016). It is worth mentioning that although education in KSA is gender-segregated, Elyas & Picard (2018) claim that males and females receive equivalent quality of teaching and educational facilities.

Although English teaching has played a vital role in the academic systems at schools and universities, English language education has been a constant challenge for the MoHE (Mansory, 2016). Though English is an obligatory subject introduced early in school education, and despite speaking and writing English fluently being prioritised in the job market, proficiency levels achieved by undergraduate students are seen as largely unsatisfactory (Al-Awad, 2002). A lack of fluency among students/graduates has led the MoHE to promote English using two essential methods. Firstly, English is used as a medium of instruction for many university majors (Alshahrany, 2017). In these majors, subjects are taught only in English. Other majors taught in Arabic also provide some mandatory courses in English. Secondly, the recently introduced Preparatory Year Programme (PYP) in universities, which most students should take, regardless of their major and its language of instruction, focuses heavily on improving specific skills, one of which is English proficiency (Mansory, 2016). The

following section explains how this policy has been implemented at the English Language Institute (ELI) at King Abdul Aziz University.

1.2.3 King Abdulaziz University English Language Institute

King Abdulaziz University (KAU) was established in 1967 as a private university. In 1974, King Abdulaziz University was changed to a public university based on a decision of the Council Ministers of Saudi Arabia (King Abdulaziz University, 2020). In 1975, KAU, in cooperating with the British Council, established the English Language Centre (ELC). Initially, the ELC was established to teach 500 male students in Engineering and Medicine. In 1980, the ELC became independent but operated as part of the KAU Faculty of Arts and Humanities. At the time, the programme expanded, providing thirty courses for English for specific purposes (ESP) across nine faculties for both male and female students, serving approximately 2,000 learners.

With the implementation of the Preparatory Year Programme (PYP) in 2008, English language courses became a prerequisite for full-time newly admitted KAU students. Students should complete six credit units of general English before majoring at KAU colleges. With this shift and the growing responsibility of the ELC at the PYP, the ELC has received significant support from KAU and has been granted the status of an independent KAU entity as the English Language Institute (ELI) (Kinsara, 2011).

Since education is gender segregated in KAU, the ELI has two separate campuses, one for males and the other for females. The ELI is managed by a dean with the highest authority and five vice deans. The dean and four vice deans are from the male campus, and one vice dean is from the female campus. Other units and committees (such as the assessment and professional development unit) have two teams, one on the male campus and the other on the female campus. The units and committees in the male campus are the dominant and the decision-makers who hold positions and a higher authority over their female counterparts. That is, rules, policies, assessments, and even some professional development trainings are designed by the male sections and utilised in both sectors. In some cases, both sectors work together, but the final decision is made by the male sector. This shows that although the education system is claimed to be equivalent for males and females (Elyas & Picard, 2018), structurally, they are not equal, which may have implications for this study.

The ELI PYP now forms a mandatory component for all newly admitted full-time KAU students (approximately 16,000 students every year). This large number, which is growing year by year, led the ELI to take some measures to ensure the quality of education. One of these measures is the unified system, which means that PYP teaches students via a unified syllabus, including books, pacing guides, and assessments, which will be discussed in the following sections. The ELI also saw the need of providing continuous training programs and workshops to faculty, which will be discussed in section (1.4.3.4).

1.2.3.1 Curriculum

The ELI PYP curriculum is divided into two tracks, namely the General English Track (GET), which is for students whose majors use Arabic as the medium of instruction, and the Academic English Track (AET), which is for students whose majors employ English as the medium of instruction. Both tracks aim to help students achieve intermediate English language proficiency, mapped against the B1 band set by the Common European Framework of Reference (CEFR). This level is equivalent to approximately a five or above in the General IELTS or a 45 or above in the IBT TOEFL for GET students. For AET students, this level is equivalent to an approximate score of 5.5 in the academic IELTS or an IBT TOEFL score of 59. These scores represent the minimum English language proficiency level required by KAU for college entry following the PYP (Kinsara, 2011).

The ELI PYP curriculum for the academic and general tracks comprises four core language courses. ELI currently uses the Cambridge University Press Textbook *Unlock* (2014) as the core instructional materials for academic track classes and the Cambridge University Press textbook *English Unlimited Special Edition* (EUSE) (2014) as core instructional materials for general track classes (King Abdulaziz University, 2020).

At the beginning of each module, the curriculum committee provides faculty members with a detailed curriculum and course description with expected Student Learning Outcomes (SLOs) for assigned ELI courses. Faculty members are issued a pacing guide for each course containing day-to-day lesson plans. These guides detail how many textbook units and language items will be presented and practised during specified timeframes. These resources are a lesson-by-lesson guide that can be used alongside the outlined lesson plans in the teacher's book for each class covered in the syllabi. The pacing guides are continuously

monitored by the Curriculum and Testing Unit (CTU) (Kinsara, 2011). Students are assessed based on these materials, which is explained in the following section.

1.2.3.2 Assessment

The overall breakdown for assessment on the general track is the same at all levels. It consists of a computer-based midterm examination, midterm writing, final writing examination, speaking examination, online homework, and a computer-based final examination. The academic track is the same on all levels and consists of weekly review tasks, speaking projects, speaking exams, two writing exams, and a computer-based midterm and final. These assessment methods are written by the exam committee on the male campus and, except for the writing and speaking exams, are computer-based and not graded by teachers (Kinsara, 2011). This system means that teachers have a lack of control and that there is a gap between what is given in class and what is assessed, as not only is teaching managed by classroom policies that dictate materials, actions, and timings of activities, but assessment is also controlled by higher authorities. The decision-making regarding assessment and curriculum is also out of the hands of even the leaders working on the female campus. This means that large parts of what is considered a teacher's role in teacher education programmes, such as delivering effective feedback, managing affordances for learning, contextualising materials, working closely with curriculum leaders, and adapting to learner needs, are placed beyond the remit of these teachers.

Therefore, teachers not involved in any element of assessment design or feedback may feel a lack of control, which affects their agency (agency is discussed in section 2.1.3), which might relate to their awareness that their female leaders are also dictated to by leaders at the male campus. This presents an opportunity to understand the characteristics of teacher identity, agency, and emotions through processes of negotiation, contestation, and consolidation, and this is all within an environment that entails educational goals, teacher-education interventions, and strict outside control on teachers' roles and practices.

The following section provides an overview of teachers in the ELI, focusing on their education, experience, and development.

1.2.3.3 Teachers

The ELI employs approximately 600 teachers across the male and female (King Abdulaziz University, 2020). These teachers fall under three categories. The first category includes Saudi teachers who usually hold a Bachelor's degree in English Literature or Linguistics. The second category is Western teachers, who usually come from the United Kingdom, the United States, Canada, and Australia (inner-circle countries) (Kachru, 1992). The third category includes other international teachers from countries such as Pakistan, India, South Africa, Malaysia, Jordan, Egypt, Tunisia, etc. (outer-circle countries). Since this study focuses on Saudi teachers, the following section summarises the background of these teachers with reference to their education, experience, and development.

To become a teacher at KAU, a Saudi teacher must hold a Bachelor's (to be a teaching assistant), Master's (to be a lecturer), or PhD-level degree (to be an assistant professor). English language teachers employed at the ELI PYP are expected to possess a Bachelor's degree in English literature, which includes courses in linguistics, phonology, morphology, syntax, English literature, teaching methods, and additional education courses (Al-Seghayer, 2014), a Master's degree in TEFL, TESOL or Applied Linguistics, or a PhD in Applied Linguistics or Education. Most Saudi teachers are hired with their Bachelor's degree as teaching assistants or with their Master's degrees as lecturers and are obliged to continue their education, for which the university provides scholarships. The only requirement for hiring besides the major is a high GPA, with no required teaching experience or training. A teaching assistant at the ELI holds almost the same teaching responsibility as lecturers and PhD holders, except for teaching hours and administrative work. Therefore, a recent graduate from the English department or a Master's degree holder hired with no required experience may immediately start teaching an English course without training. After starting to teach, throughout their careers, teachers are required to take different development courses and trainings provided by the Professional Development Unit (PDU) in the ELI female (King Abdulaziz University, 2020), which is discussed in section 1.4.3.4.

PYP teachers teach 18 hours of English language classes per week across the academic year. As mentioned above, teachers are expected to teach the curriculum the university decides and follow the pacing guide that determines the exact content that should be covered in textbooks. Teachers are not allowed to modify the curriculum based on students' needs or

what they are taught in the PDU training. Teachers are also expected to support and guide students outside classroom teaching hours. However, teachers do not participate in key areas, such as the syllabus design, the choice of textbooks, or the assessment of the course components. These elements are essential to consider in this study and how other cultural and personal factors and professional development, discussed in the next section, may interact and impact teachers' identity, agency, and emotions.

1.2.3.4 Professional Development at the ELI

Although there are no requirements for a teacher in KAU to have experience or undergo initial teaching training, according to the university's official policy, ELI faculty members are obliged to participate in various forms of PD offered by the PDU.

The ELI PDU offers various activities for teachers to enhance their teaching skills. The PDU provides professional development qualifications developed by in-house training programmes and workshops for faculty members. PDU programmes and workshops series are on different topics, such as orientation for new materials and courses, critical thinking skill development in academic English programmes, and practical strategies for teaching productive skills in language classrooms. Examples of some of the trainings topics are: Using Instagram in EFL classrooms, A new trend in teaching English pronunciation, Critical thinking skills, Technological solutions in reading classrooms, and Empowering students to become independent learners by teaching them effective study skills.

Topics of the training sessions are decided by the PDU head, supervisors, and trainers according to: 1) Western developments in language education and the latest research in the field, such as communicative language teaching and learner autonomy, which teachers may find difficult to apply in their classrooms; 2) ELI development goals along with its own strategic mission and development plans (Kinsara, 2011); 3) higher authority requirements such as the guidelines and requirements of 2030 Vision. Teachers may experience a lack of alignment between the ideals and structure of the PD programme and the context in which they perform as educators, which will be discussed in this section.

Typically, PD occurs at the beginning of the academic year (induction week), in non teaching weeks, within teaching days during breaks, or at the end of teaching modules. Only training provided in the induction week are focused on curriculum delivery, while other types of

training are not designed based on the syllabus or related to it. Training is usually provided twice a week throughout the academic year with the exceptions of holidays, exam weeks, and summer break (so almost 40 training sessions a year). Each session is attended by 30 to 40 teachers and in some cases, they are repeated upon request. Before Covid all sessions were face to face, but after the development of online resources resulting from the pandemic, the PD unit decided to conduct both face to face and online training based on the number of teachers attending and the timing of the training.

Trainings sessions are provided for all teachers with no differentiation of level of education, years of experience in education or any administrative positions teachers hold in the ELI. So, all teachers can attend any training provided by the PD unit. After each training, teachers are sent a link to evaluate the training session in terms of the presenter, the content, and the timing. The outcome of this feedback mostly affects the trainer, and accordingly a trainer will either be excluded from the PD unit or, in cases of positive feedbacks, could be asked to lead more training sessions.

Teachers are often presented with certificates detailing the workshops that they have attended and those that they have delivered. Teachers require these certificates to demonstrate their engagement with PD for the purposes of being seen to enrich their CVs, which, in turn, allows them to maintain or progress in their roles (Kinsara, 2011).

In terms of the qualification of the trainers responsible for the in-house training, they are both Saudi and non-Saudi teachers who are qualified with a Master's or PhD degree in English Language/Literature or CELTA and additional qualifications that are seen to demonstrate sustained development of their teaching skills. Additionally, Cambridge has awarded some ELI trainers the Course Completion Certificate Train the Trainer, making them qualified teacher trainers (Kinsara, 2011).

Sometimes, ELI PDU offers professional development qualifications in collaboration with leading professional development and teacher training organisations. For example, PDU organised two courses for the ELI in collaboration with the UK's *Norwich Institute of Language Teaching (NILE)*. However, the most common training provided to faculty members is the in-house training programmes and workshops.

It is important to note that PDU policies state that these training courses are not obligatory for teachers; they are for those interested in professional development. However, according to the PDU Annual Development Evaluation Rubric, teachers should attend eight training sessions for the highest score in internal professional development, meaning that the course is obligatory if they want a high professional development score in the Annual Faculty Performance Evaluation. This evaluation is important for most teachers as it is saved in their ELI files, affects their overall evaluations and career development, and in some cases, impacts their yearly salary increase.

As a teacher with over ten years of experience at the ELI, I am aware that teachers have a complex relationship with the development sessions, which are primarily based on commonly held beliefs about best practices in English language teaching, the curriculum, which is highly dictated and restrictive, and the context, which is characterised by various historical developments, ideologies, and ongoing negotiations. Although teachers are aware of the importance of the PD, one crucial concern commonly expressed is the gap between these development sessions and the curriculum. While these courses tend to teach critical thinking, critical writing, and creative teaching methods, teachers operate under a unified system with a fixed curriculum and must use a specific book.

As mentioned above, teachers must follow the curriculum's rigid pacing guide in each semester's limited timeframe, and the teaching methods from the assigned book tend to prevent teachers from applying what they are taught in PD programmes. Furthermore, these top-down, theoretical workshops and sessions operate without contextualising content based on the roles, challenges, and environments teachers face in real classrooms, leading them to feel professionally compromised. Farrell (2007) states that although top-down PD programmes typically aim to transmit knowledge that teachers may then translate into action to enhance their practice, many of the ideas in these programmes tend to be far removed from the reality of the classroom.

Anecdotally, there have been cases where ELI teachers have expressed dissatisfaction with the prescribed curriculum, rigid pacing guide, and the fact that they have no contribution of any kind to the assessment and do not participate in much of the students' evaluation, which can cause them to feel that they lack autonomy. The balance between the needs of the university and those of individual teachers is not one that is always seen to be struck, which is

reflected in a gap being perceived between the PD content and teachers' needs and roles in this setting. This situation is a coming together of dominant ideologies, different sites and levels of control, and teachers developing their ideas and contributions, which requires an understanding of how teachers respond to those conditions in terms of their identity, agency, and emotions. This research aims to explore the influence of PD in this context, in relation to teachers' identity, agency, and emotions.

1.3 Overview of the Thesis

There are six chapters in the present thesis. Chapter one, Introduction, offers background knowledge of the research problem, the aims and objectives, the research questions, and the context and rationale of the study. Chapter two, Literature Review, provides a detailed examination of the subject matter by reviewing the literature. This includes the related and important theoretical frameworks of the concept of identity in general and teacher identity specifically; agency and emotions, as well as their importance in constructing teacher identity; empirical insights on identity, agency, and emotions; and the study's contribution.

Chapter three discusses the methodology adopted in the current study, a qualitative approach with a phenomenological methodological framework. It also discusses the paradigmatic choice, research design, the pre-study, participants, data collection tools, transcription, data analysis procedure, the trustworthiness of the research, and ethical approach to data. Chapter four, Findings, presents and analyses the results from the participants of this study. The chapter presents the themes that emerged from interpretive phenomenological analysis (IPA) of the narrative and semi-structured interviews.

Chapter five, Discussion, considers the findings in light of every theme and interprets them in relation to the theoretical background presented below. Points of comparison and contrast between existing literature and the present study are also discussed. Chapter six, Conclusion, finalises the thesis. It summarises the main findings offered by the study in relation to the research questions. The implications and contributions of the present study are presented following the limitation and future research suggestions.

Chapter 2 Literature Review

2.1 Theoretical Framework

This research aims to understand Saudi ELI teachers' engagement with and perceptions of the institutional PD programme in relation to their contextual roles and professional identities. Furthermore, the study explores how and the extent to which the PD programme in this environment influences teachers' agency and emotions. It is necessary for this study to understand factors such as emotions and their effect on shaping identity, the importance of discourse in comprehending identity, the connection between identity and agency, and the role of teacher education programmes in developing, shaping, and reshaping teacher identity. To foreground this investigation in the literature, this chapter outlines the following: 1) the concept of identity in general and teacher identity specifically; 2) agency and emotions, as well as their importance in constructing teacher identity; 3) empirical insights on identity, agency, and emotions.

2.1.1 Identity

Erikson (1968) focused on identity formation in social contexts and the phases through which people go, describing characteristics present in an individual's interactions with the environment. Although humans tend to believe that we have a coherent and stable identity, with which we label and position ourselves in relation to others across contexts, Erikson (1968) argues that identity is not something that we possess, instead being something that a person develops through their life, and this 'development' is ongoing and emergent, aligning with social constructionist perspectives on identity.

According to social constructionism (see Berger & Luckmanm, 1966; Hall, 1997), one of the most basic perspectives on identity is the assumption that identity is neither a given nor a product, instead representing a process that arises in specific interactional contexts. Therefore, collections of identities are identified through performance rather than being separate monolithic concepts. This does not originate only from the individual but is also the result of social negotiations and entextualisation (Bauman & Briggs, 1990), requiring "discursive work" to construct and manage identification (Zimmerman & Weider, 1970). In

educational settings, therefore, teachers could be seen as having a dual responsibility to understand this discursive work in relation to their own identity management and their students'.

Practice theory, on the other hand, views practice as ahead of identity (Reid, 2011). In contrast to the social approach, which places the individual as the producer of human behaviour, practice theory argues that 'practices precede individuals, historically and logically' (Warde, 2004, p. 4). Furthermore, any established practice is a collective historic achievement. Practices are developed over time by groups of practitioners engaged in said practice. Drawing on the work of Schatzki, Knorr Cetina, and von Savigny (2001) and Schatzki, (1996), Kemmis (2009, p. 23) wrote that:

> Practice is always embodied (and situated) – it is what particular people do, in a particular place and time, and it contributes to the formation of their identities as people of a particular kind, and their agency and sense of agency.

Recognising the importance of practice to identity, and both these concepts to agency, is important, but each of these terms needs to be conceptualised individually and when used in alignment.

A main challenge in understanding identity is providing a definition because different concerns arise when defining the concept. Many scholars have emphasised that identity is a process always rooted in social practice (Foucault, 1984), within which discourse practices play a crucial and often asymmetrical role (Fairclough, 1989). Gee (2001) argues that identity develops in an intersubjective field and can be defined as an ongoing process where the self is interpreted as a particular kind of person and is recognised as such in a given context (Gee, 2001). In this context, identity can be considered an answer to the recurrent question, "Who am I at this moment?" which proposes a "kind of person" in a particular context (Gee, 2001).

Beijaard, Meijer, and Verloop (2004) define identity as an ongoing dynamic rather than a stable process and a constantly evolving phenomenon involving both the person and the context. In contrast, Gee (2001) describes identity as multi-faceted, classifying it into four constructs: nature-identity (based on one's natural state), institution-identity (based on a position known by authority), discourse-identity (based on the discourse of others about

oneself), and affinity-identity (established by one's practices in relation to external groups). This emphasises the multi-faceted nature of identity and its constant changes due to external factors.

Buchlotz and Hall (2010) argue against approaching identity as a stable structure located mainly in the individual self or static social categories, instead stating that identity must be approached as a relational, socio-cultural phenomenon that emerges and circulates in local discursive context and interaction. They define identity broadly as 'the social positioning of self and other' (p. 586), a definition that is narrowed down by dividing it into a set of principles. This framework focuses on the details of language and the mechanisms of culture and society, arguing that identity does not emerge at a single analytic level, instead operating at multiple levels simultaneously and favouring an interactional level because it is in interaction that all these resources gain social meaning. This brings together themes in the broader literature on identity but focuses on language and communication in a way that theoretically and analytically identifies how identity positions are maintained, challenged, taken, rejected, given, and negotiated.

The first principle of relevance is *emergence*, which posits that identity is an emergent entity constituted through social actions and language. The *positionality* principle acknowledges the traditional view that identity encompasses a collection of social categories, such as race, education, sex, etc., adding that identity emerges in discourse as temporary and interactional roles and stances. These temporary roles, as is the case of sociological and ethnographic identities, are essential for forming subjectivity and intersubjectivity in discourse. The key to the positionality principle is that interactional roles can shape speakers' language use. These principles emphasise that teachers might take identity positions in particular moments for particular reasons, whether in class, in research interviews, or in discussions with peers, and that more meaningful shifts in thinking and practice might happen on different timescales, for various reasons, and for an uncertain time in the future.

The third principle, *indexicality*, is concerned with the mechanism whereby identity is constituted. Indexicality is central to how linguistic forms are employed to construct identity positions, encompassing the creation of semiotic links between linguistic forms and social meanings (Ochs, 1992) and relying significantly on ideological structures, arguing that the relation between language and identity is embedded in the cultural values and beliefs of the

speaker that produces a particular variety of language. Studies show that teachers tend to utilise indexicality to establish an identity position through the use of labels to establish a position in relation to their context (Yuan, 2016) or a position they desire to take as teachers (Trent & Gao, 2009). This emphasises that it is important not only to understand 'teacher identity' at face value, but to understand the labels that are dominant in identity constructions within particular contexts, and how those labels become constructed and influential over time, throughout teachers' professional development, their contextual teaching practices, and their broader social practices.

The fourth principle, *relationality*, emphasises that identity is never autonomous and obtains its social meaning in relation to other identity positions rather than revolving around the sameness and difference axis. For example, in this study, authentication is a big part of teacher education, as teaching institutions are not neutral and are heavily influenced by stamps and certificates, which teachers seek to get legitimisation. Research has shown that teachers seek legitimisation from their workplace (Donaghue, 2020) or even their social surroundings to validate their identities (Dayet al., 2006; Kelchtermans, 1996; Watson, 2006). Also, differentiation and adequation are important in this study as teachers might see themselves as different from some and similar to others for particular reasons, which could lead to a particular stance on PD, teaching practice, or anything else.

The final principle is *partialness,* which is based on the idea that, since identity is emergent and relational, identity formation can only be partial, "produced through contextually situated and ideologically informed configurations of self and other" (Buchlotz & Hall, 2005, p. 606). This means that any identity construction may be part intentional, part habitual, interactional, contextual, personal, and both conscious and subconscious. Therefore, it is constantly being shaped and reshaped as interaction occurs in relation to situated discourses. Since identity is a moving target, constantly shifting and evolving in different contexts, it is essential in this study to try to capture different contexts where teachers' identity construction may be rooted and negotiated, and where identities are seen to align with assigned roles and practices and where they are enacted and constructed without this alignment.

These principles offer insights that help frame teachers' dynamic relationships with contexts, people, and social structures with which they engage. From this perspective, identity is

viewed as intersubjective rather than individually produced and interactionally emergent rather than assigned in a priori fashion.

According to Wenger (1998), because identity is an integral component of the social theory of learning, it is closely connected to practice, community, and meaning. Looking at identity in this context reduces the focus on the person and increases the focus beyond that toward communities of practice, requiring further attention on broader identification practices and social structures. From Wenger's perspective, identity is formed through participation and reification. Furthermore, identity comprises both the ability and inability to form the meanings that express our communities and our states of belonging; therefore, when looking at identity, it is essential to acknowledge participation and presence, as well as non-participation and absence.

According to Wenger (1998), a person's identity is formed in a rich, complex set of relations of practice, meaning that identity itself can be defined as rich and complex due to these practices. He explains the parallels between identity and practice as follows:

1. Identity is lived: it is an experience that encompasses participation and reification;
2. Identity is negotiated: it is not restricted to time nor place; rather, it is always negotiated;
3. Identity is social: identity takes its social character through membership;
4. Identity is a learning process: Identity is a trajectory in time and includes where we were and where we are going to be in the meaning of the present;
5. Identity as nexus: identity is defined by combining multiple forms of membership into one identity; and
6. Identity as a local-global interplay: identity and practice are both an interplay of being local to activities and abstractly global (Wenger, 1998).

2.1.1.1 Trajectories

According to Wenger (1998), identity in practice arises from an interaction in participation, is in constant becoming, and is constantly renegotiated throughout a person's life. As humans undergo participation within and across communities of practice, our identities form trajectories; the term "trajectory" advocates a continuous motion that achieves unity through time, connecting the past, the present, and the future. Wenger describes various types of

trajectories, and of particular relevance to this research is insider trajectory, which is the "formation of an identity continues as the practice continues with new events, inventions, generations, all create occasions renegotiating one's identity" (Wenger, 1998, p. 134).

Our identities, as trajectories, incorporate the past (where we were) and the future (where we will be) in negotiating the present. In this research, it is important to consider the sense of trajectory as it provides a means of sorting what is seen to matter from what is perceived as less/un-important for English teachers, what contributes to their identity, and what remains marginal (Wenger, 1998). Furthermore, the teachers in the present study engage in various practices in their context, particularly in PD and within their classrooms, in which they would be likely to behave differently, construct diverse characteristics of their selves, and acquire a range of perceptions in relation to different teaching practices and goals.

In the next section, I will discuss the concept of teacher identity in more detail, which is central to this study.

2.1.2 Teacher Identity

Teacher identity, the primary focus of this study, has been widely researched during the past two decades (Yazan & Lindahl, 2020). Research into identity in general highlights the complexity of defining this term, and that equally applies to defining teacher identity (Fairley, 2020). Sachs (2005) defines the concept as follows:

> Teacher professional identity then stands at the core of the teaching profession. It provides a framework for teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and place in society. Importantly, teacher identity is neither fixed nor imposed; rather, it is negotiated through experience and the sense that is made of that experience (p. 15).

Sachs' (2005) view of identity illustrates the importance of teacher identity in the profession, as well as the various aspects of identity in relation to 'how to be', 'how to act', and 'how to understand' as components for consideration. Furthermore, this view demonstrates the multiple dimensions of identity, including personal and professional aspects, and the

significance of the continuous negotiation, shaping, and reshaping of identity within experience.

This view is essential to this study because it focuses on understanding not only individual teachers' identities, but also the expected and projected identities embedded in 1) materials, in-class policies, and guides for teaching and 2) PD, policies on teacher development, and the goals of English teaching in KAU. Policy effects have been widely discussed in research; for example, Kiely and Davis (2010) argue that teachers controlled by policies and regulations are always viewed as low status. Furthermore, they argue that assessment policies, which are important in this research since participants referred to them frequently, affect how teachers view themselves. Buchanan's study aligns with Kiely and Davis (2010), arguing that in some cases, assessment policies, such as standardised assessment, affect how teachers view and comprehend their own success (2015), ultimately affecting their participants' identities. Furthermore, Teng and Yip (2019) point out that teacher identity is influenced by contextual factors, such as institutional policies, workplace culture, student accomplishment, and teaching evaluation.

Olsen (2008) views teacher identity as a product of influences on the teacher and a process resulting from continuous interactions in teacher development. This view suggests the dynamic nature of teacher identity:

> I view identity as a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems (each itself a fluid influence and all together an ever-changing construct) that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments. (Olsen, 2008, p. 139)

Similarly, Sfard and Prusak (2005) identify the dynamic nature of teacher identity in relation to discourse, relating identity to "how collective discourses shape personal worlds and how individual voices combine into the voice of a community" (p. 15).

Beijaard et al. (2004) argue that within a teacher's professional identity are sub-identities central to their identification as teachers. If these sub-identities are not balanced, conflict may occur (Beijaard et al., 2004; Mishler, 1999). Identification is important in this research,

which is interested in examining contextual processes in shaping and negotiating ELI teacher identity. I need to consider teachers' sub-identities and how they balance or conflict due to different factors in different contexts.

Barkhuizen (2016) highlights the multifaceted nature of language teacher identities, including the multiple timescales, relationships, spaces, and factors that form and influence their formation and change. He defines identity in this context as:

> 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, 2016, p.4).

Professional identity also encompasses the notion of agency, which is a dynamic quest for professional development and knowledge in relation to a teacher's goals. In teaching contexts, teachers' awareness of their identity results in a sense of agency, which gives them confidence to perform changes, achieve goals, and move ideas forward. Therefore, this study needs to look at agency as an essential dimension of teachers' identity, which will be discussed more thoroughly in the next section (2.1.3).

Wenger (1998) clearly links a teacher's personal and professional self, linking identity closely to practice. According to Beauchamp and Thomas (2009), the link between a teacher's personal and professional identities must be considered to understand teacher identity.

Beijaard et al. (2004) argue that, although there is no clear definition of teacher identity, there has been a general acknowledgement of its significance. For example, teacher identity has been found to play an important role in teachers' decision-making regarding practice, content taught, and relationships with students (Beijaard et al., 2004). Furthermore, teacher identity

affects where teachers exert effort and choice of professional development (Hammerness et al., 2005). Hammerness, Darling-Hammond, and Bransford (2005) make the following statement on teacher development:

> Developing an identity as a teacher is an important part of securing teachers' commitment to their work and adherence to professional norms…the identities teachers develop shape their dispositions, where they place their effort, whether and how they seek out professional development opportunities, and what obligations they see as intrinsic to their role. (pp. 383–384)

The authors also note that teacher education programmes may not allow exploring one's identity and that identity may not always be considered when planning teacher development programmes (Hammerness et al., 2005).

Literature on teacher identity, similarly to that on identity, has proposed that teacher identity is not a stable entity (Beijaard et al., 2004; Maclean & White, 2007; Beauchamp & Thomas, 2009, Teng, 2017) but instead a continually changing, dynamic, active, and ongoing process that is formed and reformed over time in dynamic courses of learning to teach (Teng, 2017). Teacher identity formation is influenced by a teacher's own personal characteristics, learning history, and previous experiences, as well as professional contexts, including significant others, knowledge, skills, and attitudes (Barkhuizen, 2016, Beauchamp & Thomas, 2009; Beijaard, Meijer, & Verloop, 2004; Cooper & Olson, 1996; Flores & Day, 2006; Hong, 2010; Olsen, 2010, 2011; Schepens, Aelterman, & Vlerick, 2009). Furthermore, teachers' identity is affected by teachers' beliefs, values, and even goals, which teachers tend to use as a base to assess their current position relating what they are doing and what they desire to be doing (Carver & Scheier, 2000; Schutz & Davis, 2000). Furthermore, it is argued that teachers use these values and beliefs as a reference point to position themselves in relation to their teaching and classroom (Schutz, Quijada, de Vries, & Lynde, 2010). Teacher identity is thus in a state of constant change, negotiation, and influence, which is essential to consider in a study that focuses on teacher perceptions and experiences in relation to contextual teaching environments and teacher development programmes.

Teacher identity has been conceptualised in various ways in the literature on teaching and teacher education (Beijaard, Meijer, & Verloop, 2004) and how it is used as a tool to study

teachers' professional development. This conceptualisation may be due to disagreement on what shapes teacher identity. For example, Klaassen, Beijaard, and Kelchtermans (1999) mention three perspectives used in conceptualising teacher identity: a social perspective, focusing on different conditions in the teaching profession; a cognitive perspective, focusing on teachers' knowledge and thinking; and a biographical perspective, which uses both the social and cognitive perspective. Akkerman and Meijer (2011) used the psychological perspective, utilising the dialogical self-theory to conceptualise teachers' identity and argue that teachers' identity is multiple and unitary simultaneously, continuous and discontinuous, and both individual and social. Vähäsantanen, et al. (2008) look at identity from a social psychological approach, arguing that professional identity is an interaction between personal agency and social context. Lasky (2005) uses a sociocultural perspective to gain insight into teacher identity, structure, and agency interactions. Coldron and Smith (1999) use a social theory and philosophy to understand how teachers obtain their professional identity, finding that teachers' identity is both given and achieved by context and social space.

Volkmann and Anderson (1998) used a hermeneutic phenomenological perspective to understand professional identity formation and argue that teacher identity is an interaction between the teacher's professional and personal identity. Their study demonstrates how a teacher struggled in creating her professional identity due to tensions she has experienced within a chain of teaching dilemmas. Therefore, in accordance with other studies (discussed in section 2.2), Volkmann and Anderson (1998) argue that policymakers, top-down professional development, and mentoring need to acknowledge teachers' day-to-day realities. This study is essential in this research, where top-down professional development, policy, and curriculum seem hard to align with the reality of the classroom and teachers' needs in the context of this study.

A number of studies have looked at professional identity from a specific perspective, such as narrative (Atkinson, 2004; Cohen, 2008; Olsen, 2008), type of discourse (Alsup, 2006), and reflection (Sutherland, Howard, & Markauskaite, 2010). All these different perspectives suggest that teachers' professional identity is understood from different angles and highlight the number of different aspects related to the development of teacher identity.

Also, several studies have looked at teacher identity in relation to personal factors of the teachers; of particular relevance to this study, as emerged from the data, is teachers being

mothers. Laney, Carruthers, Hall, and Anderson (2014) argue that the negotiation between being a mother and a teacher is vital in developing teacher identity among mothers. For example, Knowles, Nieuwenhuis, and Smit (2009) argue that teachers who are mothers tend to struggle in balancing their roles as teachers and mothers, and consequently feel a sense of inadequacy in both their roles as mothers and educators, feeling that they could not excel in either. They argue that this struggle between being a mother and a teacher affects the construction of teachers' identity, which is important to consider in this study, which takes place in an all-female institution and in a cultural and religious setting that has particular discursive roles and constructs around gender and parenting in society.

This study uses a phenomenological perspective to understand and observe English language teacher identity in a context where PD and policy significantly influence teachers. With other interesting factors in this environment, which are present in both PD programmes and teaching contexts, the study aims to observe opportunities for meaning making and identity work that takes place. Discussed below is the concept of agency, its importance in the realisation of teacher identity, the factors that affect it, and how it is shaped and reshaped in different educational contexts.

2.1.3 Agency

Agency is defined as the ability to perform intentional acts that entail will, autonomy, freedom, and choice (Bandura, 1989; Biesta & Tedder, 2007; Edwards & D'Arcy, 2004; Emirbayer & Mische, 1998; Engeström, 2005; Greeno, 2006; Holland, Lachicotte, Skinner, & Cain, 1998). Greeno (2006) points out that agency is not a fixed characteristic or nature that a person has; instead, it is something that people intentionally do as a social practice (Schwartz & Okita, 2009). From a social theory perspective, "agency" is "the ability of autonomous social action" or "the capability to work independently from constraints of social structure" (Calhoun, 2002, p.7). According to Biesta and Tedder (2007), from a life course perspective, agency is the ability to control and guide one's life.

Emirbayer and Mische (1998) argue that agency is:

> ... a temporally embedded process of social engagement, informed by the past (in its habitual aspect), oriented toward the future (as a capacity to imagine alternative

possibilities), and 'acted out' in the present (as a capacity to contextualise past habits and future projects with the contingencies of the moment) (p. 963).

This "three-dimensional" method that connects agency to the past, present, and future was also confirmed by Kayi-Aydar (2019) who argues that agency is shaped by past experiences, present situations, future perspectives.

Therefore, to grasp the dynamic potentials of human agency "is to consider that it is comprised of different and modifiable orientations within the flow of time in a specific context" (*ibid*.). Like identity, agency is therefore related to time, conditions, and ongoing actions, and that, like identity, is often assigned too strongly to individual willpower or static ideas of a person's nature rather than a complex interaction with social structures, practices, and ongoing contextual interactions.

As well as the importance of time in agency, Imants and Van Der Wall (2020) emphasise the importance of context and structure, arguing that the work context is vital in understanding teachers' agency. Furthermore, Emirbayer and Mische (2007) state that agency is viewed as the "temporally constructed *engagement* with different structural environments" (p. 970). According to Biesta, Priestley, and Robinson (2015), this combination of time and context illustrates the importance of understanding the transformation of context-for-action over time and agency in relation to an individual's life course. Furthermore, agency should not be considered as a power that people have and use in a specific context but rather as something that people do through engagement with certain temporal relations contexts and considered to be achievements (ibid). This achievement of agency results from the interaction of personal efforts, existing resources, and engagement with contextual and structural factors in a specific situation (ibid). Furthermore, researchers have argued that agency is multileveled and context-specific (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013) and called for further research examining the nature and manifestations of professional agency in different professional contexts (Eteläpelto et al., 2013, Imants & Van Der Wall, 2020).

The relationship between identity and agency has been widely discussed in the literature on identity in teaching (Nguyen & Ngo, 2023). Yazan and Lindahl (2020) confirm this relationship, stating that "every act of agency and investment involves identity negotiation and enactment" (p. 3). According to Sfard and Prusak (2005), humans are active agents who play decisive roles in determining the dynamics of social life and shaping individual activities (p.15). One of the

views on the link between identity and agency is that the dynamic nature of identity allows for dynamic, agentic dimensions of identity to be recognised (Sfard & Prusak, 2005).

The concept of agency cannot be disregarded in discussions of teacher identity. Nguyen and Ngo (2023) demonstrate the importance role of agency in shaping teacher identity. Many researchers have argued that acknowledging the importance of teachers' agency is an important dimension of teachers' professionalism and develops the overall quality of education (Goodson, 2003; Nieveen, 2011; Priestley, 2011). Teacher agency is defined as a teacher's dynamic contribution to forming their work and its conditions to ensure the general quality of education (Goodson, 2003; Nguyen & Ngo, 2023, Nieveen, 2011; Priestley, 2011), which is considered an important dimension of teachers' professionalism. According to Beauchamp and Thomas (2009), teachers' realisation of their identity in performing within teaching contexts results in a sense of agency of confidence to move ideas forward, achieve goals, or even change the context. Furthermore, Sfard and Prusak (2005) argue that awareness of identity may cause a strong sense of agency: "human beings are active agents who play decisive roles in determining the dynamics of social life and in shaping individual activities" (p. 15).

Teachers' identities have multiple stable and unstable dimensions, which suggests that agency can affect maintaining, influencing, and addressing tensions (Day et al., 2006). In addition, accepting that teachers can perform an important role in teaching contexts and society allows the sense of agency to have a powerful force on their identities (Parkison, 2008). Furthermore, associating agency with the shaping of identity demonstrates a strong connection with how teachers are affected by and interact in different educational contexts. Therefore, Vongalis-Macrow (2007) argues that teacher agency is agency theorised precisely to teachers' actions in an educational setting. While there is not much literature locating the concept in relation to broader theoretical discussions of agency (Priestley, Edwards, Priestley & Miller, 2012), existing literature has both minimised and misinterpreted the role of teacher agency in educational change (Leander & Osborne, 2008), though a more thorough body of work is beginning to emerge (Fairley, 2020).

Sense of agency is an important element of professional identity, as this relates to teachers being active in the process of professional development (Coldron & Smith, 1999). There are various ways in which teachers can exercise agency depending on the goals that they pursue

and the sources available for reaching their goals (Coldron & Smith, 1999). Therefore, research argue that besides the contextual factors, teacher's agency is determined by teachers' goals and motivations (Cong-Lem, 2021). According to Biesta et al. (2015), teacher agency depends on many factors, including the teacher's personal qualities at work, beliefs and values, professional knowledge and skills, and the culture of the school or the educational institution where these teachers work. Furthermore, according to Biesta (2010), when teachers are obliged to follow a specific curriculum and are controlled by testing regimes, while also being observed and inspected by higher authority, it takes away their agency. These factors entail particular actions or positionings that have implications for agency, which may significantly affect teachers' identities (Cong-Lem, 2021; Parkison, 2008). Research warns against measuring identity as increasing and decreasing due to certain factors, as agency is linked closely to identity, action, and emotion, and sometimes what looks like a lack of agency could be agency at work.

Research on the role of agency in relation to professional development has been growing significantly in the last decade (Imants & Van Der Wall, 2020). Biesta, Priestley, and Robinson (2015) argue that teacher agency may be affected by professional development focusing on the instrumental side, specifically, getting the job done, instead of focusing on intellectual engagement with teaching, school, and society. Another barrier to agency may be policies of teacher development that seek to develop teachers' skills based on the latest policy initiatives without considering the teacher, the students, and the context (ibid). Furthermore, Fu and Clarke argue that teacher agency is an important factor in making changes to their professional development (2017). Therefore, it is vital to consider agency within a research framework that investigates teachers of a global language in communicative language classrooms within an educational context with top-down professional development and a clear and strong hierarchy enforced by equally clear and strong policies, such as pacing guides for all classes.

Teachers' sense of agency, which can be affected by a range of factors, can cause teachers to face different emotions in different contexts. Furthermore, although researchers argue that there is a strong relationship between agency and emotions, there is a gap in reporting this relationship in most studies on language teachers' identity (Kayi-Aydar, 2019). The following section will discuss emotions and their relation to teachers' identity.

2.1.4 Emotions

Recent research emphasizes the close relation between teachers' emotions and identity construction (Fairley, 2020; Richards, 2022). Beauchamp and Thomas (2009) argue that emotions have a significant effect on identity and its shaping. Because teaching involves human interaction and teachers are always personally engaged in their work, recent educational research has affirmed that emotions constitute an essential element of teachers' work and identity (Fairley, 2020; Hargreaves, 2001; Nias, 1996; Richards, 2022; Sutton & Wheatley, 2003). Furthermore, research has shown that in educational settings such as classrooms, reforms and professional development are where teachers get emotionally engaged and face high levels of emotions, and therefore, this is where teacher identity should be studied (Zembylas, 2005).

The concept of emotion is not easily defined; therefore, many different definitions exist in the relevant literature (Frijda, 2000; Solomon, 2000). However, there is a common understanding of the definition of emotions as ''brief, rapid responses involving physiological, experiential, and behavioural activity that help humans respond to survival-related problems and opportunities. Emotions are briefer and have more specific causes than moods'' (Keltner & Ekman, 2000, p. 163). According to Lazarus (1999), emotions comprise a multifaceted and organised system involving thoughts, opinions, beliefs, intentions, meanings, personal physical experiences, and physiological conditions.

According to modern psychological emotion theory, emotions are functional action tendencies (Frijda, 1986; Greenberg, Rice, & Elliot, 1993; Lazarus, 1991; Magai & McFadden, 1995). Furthermore, cognitive psychological theoreticians have confirmed that all human activities, as well as our thinking, are driven by goals and that all emotions and moral affects show that cognitive processes emphasise that important concerns are at stake (Frijda, 1986; Lazarus, 1991). Oatley (2000) argues that emotions arise in the communication between the person and the social environment and can be defined as a result of evaluating different environmental occasions, which are recognised as relevant to the person's goals and well-being. This perception presumes that the analysis of emotions will offer understanding into "what a person has at stake in the encounter with the environment or in life in general, how that person interprets self and world, and how harms, threats, and challenges are coped with" (Frijda, 2000; Lazarus, 1991, p. 7). Rose (1990) argues that emotions are not specific reactions

or responses to incidents, instead being socially planned and controlled through “social conventions, community scrutiny, legal norms, familial obligations and religious injunctions” (p. 1).

Lazarus (1991) argues that our individual beliefs and circumstances cannot elicit an emotional response. Rather, he believes that there must be a form of external stimulus or stressor that causes a particular emotion to occur depending on its congruence or incongruence with teachers' personal goals. He suggests that prior to the occurrence of an emotion, individuals unconsciously and automatically make a judgment of the situation in relation to personal factors such as their values, principles, and beliefs. Lazarus (1991) also confirms that emotions are caused by an individual’s relationship with the environment and classifies emotions as positive or negative. Negative emotions are caused when the relationship between the person and the environment is harmful, and according to Lazarus's framework, there are nine families of negative emotions: anger, fright, anxiety, guilt, shame, sadness, envy, jealousy, and disgust. On the other hand, positive emotions result from beneficial relationships with the environment, and he identifies six positive emotions: happiness, pride, love, relief, hope, and compassion. Finally, he confirms that his families of emotions are not conclusive, and they are ‘an approximation that is subject to change’ (Lazarus,1991, p.82).

In this research, it is essential to consider Lazarus's framework as it provides a useful base to analyse teachers' emotions in relation to different elements in this context. The teachers in the present study engage in various practices in their context, particularly in PD and within their classrooms, in which they would assess every element as a stressor, according to its goal congruence or incongruence with their own personal goals, beliefs, and values which will cause an emotional response. Furthermore, it is useful to look at Lazarus' (1991) classification of emotions, with the definition of each emotion in a study that aims to observe teachers' emotions in relation to various elements in the context and their effect on teachers' identity.

In terms of teachers’ emotions, Zembylas (2005) conceptualises teacher emotions as not private, while also not being only the result of the outside environment nor solely language-laden but are performative. Therefore, Zembylas argues that there is a relation between how teachers comprehend, live, act, and talk about emotions and their identity.

Through teaching, teachers change cognitively and communicate socially, which causes different emotions to arise (Vloet & van Swet, 2010). Concurring with Vloet and Van Swet (2007), Maldarez et al. (2007) and Poulou (2007) argued that, in a highly emotional profession such as teaching, there can be both positive and negative emotions. Furthermore, Yip, Haung, and Teng (2022) state that teachers may experience complex emotions in different contexts and at different times, and therefore identify emotions as part of the teacher self.

Research argues that when teachers' beliefs and values are not in alignment with what the system dictates, negative emotion occurs, which affect their identities (Caihong, 2011; Watson, 2006; Richard, 2017) such as their lack of autonomy and freedom due to policies and restrictions of the system (Yuan & Lee, 2016; Timoštšuk & Ugaste, 2012). Negative emotions also occur when teachers are not able to achieve their goals, for example, when not being able to teach in the way that is best for their students (Blackmore's, 2004) or experience any loss, such as loss of time (Richard, 2017).

Also, researchers argue that positive emotions occur when teachers' beliefs and values are in alignment with what the system dictates (Caihong, 2011; Watson, 2006; Richard, 2017) or when they are able to achieve their goals. For example, teachers feel positive emotions when they benefit from PD provided by their workplace (Richard, 2017) or when they apply a teaching strategy that helps their students (Schutz & Lee, 2014). Teachers are also found to discuss negative emotions more than positive ones (Lee, Huang, Law, & Wang, 2013), and in some cases, experience both positive and negative emotions about the same element (Van Veen, Sleegers, & Van de Ven, 2005).

It has been proven that positive emotions can enhance learning and teaching, though it is impossible to prevent negative emotions from occurring in teaching practice and affecting teachers negatively (Maldarez et al., 2007; Poulou, 2007). Also, in some cases, when teachers experience negative emotions, it can yield positive outcomes and may play a role in shaping teachers' identities (Meijer, 2011). Reio (2005) argues that these emotions shape and influence teacher professional identity and have an influence on teachers' practice (Vloet and van Swet, 2010). These emotions can affect decision-making, lead to feelings of vulnerability, and prompt multiple professional changes (Subryan, 2017).

Furthermore, the emotions that teachers experience in a particular context are sometimes encouraged or prohibited, which also affects teaching (Zembylas, 2003a). Researchers widely agree that teaching is an emotional practice that involves a significant emotional dimension and has been acknowledged as a type of emotional labour (Hargreaves, 1998; Nias, 1996; Naring et al., 2006). Emotional labour is defined by Hochschild (1983, p. 7) as "the management of feeling to create a publicly observable facial and bodily display; emotional labour is sold for a wage and therefore has an exchange value". Emotional labour occurs when a conflict occurs between the institutional expectations and teachers' sense making processes, through which teachers interpret these expectations, and the way teachers transform their emotions to conform with the established institutional norms (Benesch, 2017; Song, 2021). Benesch (2020) argues that emotional labour occurs when educational institutions control teachers' practices, behaviour, and emotions by top-down policies which teachers are expected to follow. Finally, researchers confirm that emotional labour affects teachers identity (Nazari & Karimpour, 2022) and agency (Miller & Gkonou, 2018).

Zembylas (2005) argues that teachers' identity should be studied in classrooms, schools, and other educational settings, where teachers are emotionally engaged, and teachers' self is constituted. Furthermore, by acknowledging the role of power relations in constituting emotions, Zembylas conceptualises emotions by examining teacher identity's personal, cultural, political, and historical aspects. In addition, some areas of a teacher's professional life, such as those involving professional development, involve high levels of emotions, which may also affect teacher identity (van Veen et al., 2005). It has been acknowledged that to improve teacher education programmes and avoid teachers' stress and dropout, there needs to be a more comprehensive understanding of teacher emotions and emotional processes (Schutz et al., 2007; Sutton & Wheatley, 2003). Therefore, a growing body of research on different approaches explores the relations between emotions, teacher identity, and educational change (Van Veen & Lasky, 2005). On the other hand, there is still a lot to explore in terms of the interrelationship between emotion and identity, especially in relation to professional development (Yip, Huang & Teng, 2022).

Therefore, the analysis of emotions should provide deeper insights into how teachers' experiences change and how their identity and commitment are affected by change. Consequently, it is essential that this study, which focuses on teachers pulled between a

prescriptive curriculum and a progressive teacher education programme, explores emotions and their effect on teachers' identities.

This research aims to understand Saudi ELI teachers' engagement with and perceptions of the institutional PD programme in relation to their contextual roles and professional identities. Furthermore, the study explores how and the extent to which the PD programme in this environment influences teachers' agency and emotions. It is necessary for this study to understand factors such as emotions and their effect on shaping identity, the connection between identity and agency, and the role of teacher education programmes in developing, shaping, and reshaping teacher identity. To foreground this aim, this study utilises a holistic phenomenological methodological framework, drawing on Bucholtz and Hall's (2010) identity framework, Wenger's (1998) conceptualisation of trajectory in communities of practice, Bandura (1989) and Biesta and Tedder's (2007) conceptualization of agency, and Lazarus's (1991) emotion's theory to provide a theoretical and analytical focus for the study.

Bucholtz and Hall's framework allows me to look at teachers' identity as a relational, socio-cultural phenomenon that emerges and circulates in local discursive context and interaction. Furthermore, with this framework I can focus on the details of language and the mechanisms of teachers' culture and society, and how identity emerges at multiple levels simultaneously, especially at the interactional level, because it is in interaction where teachers' identity positions are maintained, challenged, taken, rejected, given, and negotiated. Furthermore, the principles of this framework, especially positionality, relationality, and indexicality, allowed me to analyse teachers' different positions in relation to the context and other people, and how they indexed through language to establish an identity position through the use of labels to establish a position in relation to their context or a position they desire to take as teachers. These principles helped this study to frame teachers' dynamic relationships with contexts, people, and social structures within which they engage.

I utilized Lazarus's framework to provide a useful base to analyse teachers' emotions in relation to different elements in this context. The teachers in the present study engage in various practices in their context, particularly in PD and within their classrooms, in which they would assess every element as a stressor, according to its goal congruence or incongruence with their own personal goals, beliefs, and values which will cause an emotional response. Furthermore, it is useful to look at Lazarus' (1991) classification of emotions, with definitions

of each emotion, in a study that aims to observe teachers' emotions in relation to various elements in the context and their effect on teachers' identity.

Furthermore, since this study focuses on teachers' identity and emotions in relation to the context and how it changed through their trajectories, it was important to look at teacher's agency and its relation and interrelation with teachers identity and emotions. Agency is looked at as teachers' ability to perform intentional acts that entail will, autonomy, freedom, and choice (Bandura, 1989; Biesta & Tedder, 2007) in this context that is characterised by mandated PD practices and restrictive classroom policies. Looking at agency as performance based, it can provide insights into the contextual choices, restraints, and intentions that teachers have, which are both responsive to and part of identity positioning and emotional responses in this setting.

Finally, Wenger's (1998) conceptualization of trajectory is used in this study to analyse how teachers changed through time in relation to their interaction with different elements in this context. It provides a means of sorting what is seen to matter from what is perceived as less/un-important for English teachers, what contributes to their identity, and what remains marginal (Wenger, 1998). Furthermore, the teachers in the present study engage in various practices in their context, particularly in PD and within their classrooms, in which they would be likely to take certain positions, behave differently, experience certain emotions, and acquire a range of perceptions in relation to different teaching practices and goals, which Wenger's conceptualization of trajectory allows me to look at and analyse.

Utilising these frameworks give insight on the relation between identity, agency, and emotions within teachers' trajectories, and how this relation is not one-way process; instead, they are related to each other through a continuous, multidirectional, and dynamic process.

2.2 Empirical insights on identity, agency, and emotions

This review discusses existing literature on teachers' professional identity, agency, and emotions. Since the focus of my study is to explore the influence of PD programmes on these three areas, many of the empirical studies chosen have been conducted in relation to professional development programmes (PD). This review aims to offer insight into empirical studies on teachers' professional identity, agency, and emotional changes in terms of the

methods used, data on how teachers can be affected by PD programmes, and key findings obtained in the field to frame the current study, to situate it among previous research, and to form and justify the research questions.

Much of the literature has investigated the development of teachers' professional identities during PD programmes. In a study that explored professional identity among English pre-service teachers, Nguyen (2017) reported the development of a teacher on a PD programme: Maria. Maria, a non-native English speaker (NNES), was undertaking her practicum in an Australian secondary school, making this a complex context for PD and identification. To capture the complexities of personal and contextual factors shaping identity, determine and characterise contradictions in Maria's identity during the practicum, and explore the development of her professional identity during the negotiation of the contradictions, the study draws on activity theory, particularly the concept of identity-in-activity (Cross, 2006).

Results obtained from interviews, reflection, and relevant documents indicate that Maria faced contradictions between her various identities as an NNES, a student, a future teacher, and a teacher. Contradictions were also observed between what Maria's mentor taught her and her own teaching methods, practices, and rules. Examining these contradictions shows how Maria's identity developed through the practicum. The study demonstrates that the complexities of personal and contextual factors influence identity shaping. Various interconnected personal and contextual factors have led to the development of Maria's identity, allowing her to negotiate her multiple identities. On the other hand, in line with previous research (Fan & Le, 2010; Miller, 2007), policies, practices, and rules were found to have the potential to cause contradictions that have a negative effect on teacher identity development, which leads to their feeling of inadequacies and lack of confidence.

An essential finding of this study is that teachers' understanding of their contradictions and the reasons behind them can motivate them to change their professional learning. Furthermore, these contradictions are a natural and important element in teachers' professional learning. Maria's negotiation of these contradictions makes her more aware of her insufficiencies as a teacher. Nguyen (2017) concluded that these negotiations have led Maria to effectively finish the practicum, engage in professional activities, and construct her ideal identity as a teacher. Findings highlight the importance of capturing complexities and identity to reveal the realities of teacher development and engagement with PD programmes.

Notably, the positive and negative effects of the contradictions caused by the practicum are essential for this research, which takes place in a context of a method-based approach that trains the teachers to teach in the same effective way, which may influence teacher identity.

Subryan (2017) explored the effect of PD programmes on secondary school science teachers' professional identities. Like Volkmann and Anderson (1998), the study used a hermeneutic phenomenology methodology to understand teachers' experiences, as well as a sociocultural theoretical approach that focused on Wenger's (1998) community of practice to identify teachers' cognitive progress, social interactions, emotional changes, and change in beliefs and classroom practices as indicators of influence on professional identity. The data in this study were drawn from three primary sources, namely narrative interviews, semi-structured interviews, and a questionnaire, which suit the researcher's phenomenological approach.

The findings illustrate that, due to their participation in the PD programme, all 13 teachers experienced social interactions and emotional changes, 12 teachers were reported to experience cognitive development, nine reported changes in their practice, but only two were found to change their beliefs about teaching and about themselves. Teachers who did not encounter change in their beliefs were found to be more confident with their existing professional identities, which affected their learning and opinions concerning changes in their beliefs and practices. The lack of change observed in these findings does not indicate resistance to accepting new ideas or practices; instead, it may indicate strengthening beliefs and continuing previous practices, which is a change in itself. Therefore, these teachers' previous professional identities were considered an important element in influencing and reshaping their professional identities. These findings are important to consider in this research as it highlights how teacher's experience in PD programmes in a specific context can influence their professional identity. Finally, Subryan (2017) suggests that in-service PD stakeholders should acknowledge the important role of professional identity in professional learning and classroom practices, as well as the role of pre-existing professional identities.

A number of studies have focused on teachers' professional identity in relation to agency and context. Lasky (2005) used a sociocultural theoretical approach incorporating mediated agency to examine the dynamic interplay between teacher identity, agency, and context in a large-scale secondary school reform in Canada. The study focused on the relationship between identity, agency, and context, arguing that these concepts affect how teachers feel

professional vulnerability, particularly regarding their ability to achieve their goals in teaching. This study explored how four teachers, through the lens of their professional identity, comprehended and lived through the norms and tools of the reform, as well as how this experience affected their feelings of vulnerability. The study focused on two mediational systems that affected teacher agency and their professional vulnerability:

(a) the past influence on teacher identity; and

(b) the present reform context.

In her study, which used interviews and a survey, Lasky (2005) found that teachers tend to reflect on their social and political context. Furthermore, previous professional training was found to shape teachers' sense of identity and purpose as a teacher, which mediated the development of their professional identity. Importantly, results demonstrated the disconnection between teachers' identities and what the new reform expected from them. Furthermore, teachers experience "inefficacious vulnerability" because of the discrepancies between "the teachers' professional beliefs and the reform mandates" that they face (Lasky, 2005, p. 904). Therefore, teachers often feel powerless in performing their duties in ways that violate their beliefs. Teacher agency was controlled in this context; teachers found it challenging to stay vulnerable with their students and construct a trusting teaching environment in which they believed their teaching to be controlled and under a lot of pressure. This feeling of powerlessness is important to consider for this research, as it is conducted in a context characterised by a history of prescribed policy mandates, curriculum guidelines, and state standards.

Teachers' professional development and agency were also investigated by Lai, Li, and Gong (2016), who examined how 14 Chinese language teachers exercised agency in a cross-cultural teaching context. The study used interviews to explore how language teachers from thirteen international schools in Hong Kong exercised professional agency to shape their professional learning and remark on teaching practices due to the influence of Western colleagues.

Findings suggest that awareness of the possibility of the mutual learning in this cross-cultural context depends significantly on teachers' professional agency to participate in cross-cultural learning from their colleagues and influence them. Furthermore, these teachers' agency differs in several dimensions of professional learning. Teacher agency is shaped by the

interactions among social suggestions, such as school structure, and personal resources, such as teachers' professional and social positioning and past and present experiences. Therefore, the current research, which is primarily interested in examining contextual processes in the shaping and negotiation of ELI teacher agency in a context of a top-down approach, strict policy, and mandatory PD programmes that specify specific teaching practices, needs to consider various elements and the different ways in which teachers might interact with those elements, which might also include cultural contact that accompanies language teaching or language teachers' backgrounds, along with a range of other personal factors.

Looking at teacher agency in a context different from that of PD, Priestley et al. (2012) explored teacher agency in the context of curriculum creation in a school and college in Scotland. This empirical study follows social theory related to agency to offer insights into the data based on an ethnographic research project about curriculum making. The data, which consisted of observations and interviews with three experienced teachers, related to the behaviours in which teachers interpreted the recommended curriculum into enacted practice (Bloomer, 1997). Analysis of the study aims to investigate teachers' ability to act as agents of innovation and change and explores teacher agency as a reaction to educational policy in response to how material and social situations function. Although the context of Priestley et al.'s study is curriculum-making, it relates to the context of this study in its focus on the influence of educational policy, material, and social situation on teachers' agency.

The findings illustrate that teachers enacted agency differently in particular situations, which may be due to differences in their personal biographies. Furthermore, the authors, concurring with Lai et al. (2016) and Lasky (2005), argue that the extent to which teachers can enact agency differs from context to context. Differences in contexts depend on specific environmental conditions related to opportunity and restraint, based on the beliefs, values, and characteristics teachers mobilise in relation to particular contexts and situations.

Along with identity and agency, emotion was a theme in teachers' professional identity research. One of the most important studies that has tackled teachers' identities and emotions was conducted by Zembylas (2005). Zembylas (2005) conducted an ethnographic study with one teacher focusing on teaching emotions over three years (1997-1999) and followed up with the same teacher four years later (2003) for a semester-long study. Zembylas argues against framing emotion in education around "interpersonal" aspects of emotion and

ignoring the power relations involved and the role of culture and ideology (Zembylas, 2003 a; b). In addition, Zembylas (2005) argues that teacher identity is conceived as continuously developing in a context embedded in emotions, power relations, ideology, and culture. The study also examined how emotion was intertwined with power, identity, and resistance in teaching. Teacher emotions, which are explicit and important in teachers' identities (Zembylas 2005), occur as a discursive practice that foregrounds power, which is clearly relevant to the present research, given the systematic power relations with which teachers interact and the conceptual focus of the study.

The results indicate that school policies, practices, and social conventions create emotional rules that determine how the teacher should control and express their emotions based on the situation. The study argues that social conventions, policies, and practices governed and controlled teachers' emotional behaviour. These behaviours can be just a feeling in some cases and a pedagogical choice in others. Findings also indicate that the emotional rules in the context of teaching constitute teacher identity. Therefore, it is important to explore how ELI teachers' contextual practices and backgrounds can stimulate their emotions and how these emotions may interrelate with teacher identity.

Pillen, Beijaard, and Brok (2013) also investigated teacher professional identity in PD and the importance of emotion in the experiences of 182 novice teachers in eight teacher education institutes in the Netherlands. The study observed the challenges faced by the teachers and explored the feelings that accompanied these challenges and how the teachers coped with these tensions. According to Pillen, Beijaard, and Brok (2013), beginner teachers tend to feel tension due to the conflict between what they want and what is possible in reality. These conflicts may occur as tensions in professional identity, which can cause beginner teachers to struggle internally when facing an undesirable situation. Teachers' experiences are vital in this phenomenological research, where I will observe such experiences in professional development and how their experience in this context relates to their identity, agency, and emotions.

Coinciding with existing literature on emotions in teaching (Hargreaves 2005; Olsen 2010), results of interviews and questionnaires showed that tensions were often accompanied by negative feelings, which might have negative consequences for beginner teachers. These negative feelings included helplessness, anger, or recognition of inadequacies. Furthermore,

most teachers tried to cope with these tensions by discussing them with other teachers or by trying to solve problems by themselves. Tensions and negative feelings and how teachers cope with such feelings are important to explore in this research, and how they influence teacher identity and teachers' perceptions of themselves and their wider environment. Pillen et al. (2013) argue that the context for becoming and being a teacher, as well as background variables, are important in relation to experiencing tensions. Finally, in accordance with Nguyen (2017), the current study suggests that understanding professional identity tensions is vital for teachers' professional identity development, particularly around their sense of an ideal teacher and teaching context and the environments and tasks with which they engage, both in relation to their teaching and their PD programmes.

Another study that explored teachers' identities and emotions on a larger scale was conducted by Day and Kington (2008). This study was a mixed-methods, four-year longitudinal research project demonstrating the influence of policies, social trends, roles, and workload on teachers' identities and emotions. This study is important for my research since it focuses on policies and mandates' positive and negative effects on teachers' identity and emotions.

Findings illustrate that identities are not necessarily either stable or fragmented. However, the degree of their identities' stability or fragmentation at different times and in various ways depends on the effect of the interactions among various personal, professional, and contextual factors. Although these fluctuations are difficult to control, Day and Kington (2008) argue that they can be predicted. The findings show that the positive or negative influences of policies and mandates can cause conflicts among teachers' professional, personal, and situated identities. Therefore, the study urges policymakers to acknowledge the importance of teachers' identities when implementing policies and curriculums if these policies are to be successful.

Many of the above studies have offered a shared and empirically supported perspective that teacher professional identity formation is influenced by several internal factors, such as tensions and emotions, and external factors, such as context and past experiences (Nguyen, 2017; Pillen et al., 2013; Subryan, 2017), placing teacher identity in constant change. This coincides with a number of other studies in the field (Olsen, 2008; Rodgers & Scott, 2008; Smagorinsky et al., 2004; Findlay, 2006). Furthermore, in terms of teacher agency, research has confirmed that the extent to which teachers are able to enact agency differs from context

to context and that it is shaped and reshaped, on individual terms, across the varied dimensions of professional learning (Lai et al., 2016; Lasky, 2005). In terms of emotions, the literature has indicated that teachers' emotions are highly affected by context and constitute teacher identity (Day & Kington, 2008; Zembylas, 2005). Although the studies selected for this literature review represent a fraction of the studies that address this topic, there is a noticeable trend in all the studies reviewed:

1) The importance of personal and contextual factors in teacher identity, agency, and emotions; and

2) The importance of acknowledging the role of professional identity, agency, and emotions in PD programmes.

This study aims to contribute to the field by researching a context with a particular structure that is different in characteristics than most studies that form the literature in this area. In this context, PD programmes often consist of administration-mandated courses and workshops using a top-down approach that is not always contextualised in the teachers' contexts, perhaps because of a lack of alignment between the top-down and controlled syllabus and general trends in language teaching and language teacher development practices which often favour a more theoretical and freer teaching model. Furthermore, ELI teachers follow a rigid pacing guide and a specific book and are exposed to other policies, that may cause a gap between what is provided by the PD and the reality of classrooms, not to mention the expectations or aspirations of the teachers. Therefore, the aim of this study, drawing on the above literature in the field, is to explore the role and influence of PD in the environment in which ELI teachers operate on their professional identity, agency, and emotions.

Chapter 3 Methodology

3.1 Introduction

After presenting the theoretical framework in the previous chapter, this chapter discusses the main research design and methodology employed in this study. The chapter starts with an overview of the methodology, a brief explanation of the researcher's pre-study, and a justification of the paradigm chosen for this study. This is followed by a detailed research design of the study. I then present a detailed methodology, which includes a description of the participants, the qualitative data collection tools I utilised to collect my data, data transcription, and a detailed description of data analysis. This chapter then ends with a discussion of the trustworthiness of the research instruments used and an overview of the main ethical considerations.

3.2 Overview

This study aims to understand Saudi ELI teachers' engagement with and perceptions of professional development (PD) programmes in relation to teachers' contextual roles and professional identities. The study focuses on PD programmes provided by ELI to its teachers and the practices around it, and not to wider PD activities in which teachers have engaged. To achieve this aim, qualitative phenomenological research was adopted to explore the influence of the PD in the environment in which ELI teachers operate on their professional identity, agency, and emotions. The study uses a phenomenological research methodology (Lester, 1999; Moustakas, 1994), drawing on interpretative phenomenological analysis (IPA) (Smith et al., 2009), narrative inquiry, and qualitative data collection methods to respond to the research questions. I utilise the narrative inquiry methodological approach with IPA because it is a viable means of representing phenomenological studies (Creswell, 2007; Moen, 2006), which enhances the understanding of participants' experiences in relation to their professional identity, agency, and emotions. To supplement the phenomenological methodological framework, I draw on Bucholtz and Hall's (2010) identity framework, Wenger's (1998) conceptualisation of trajectory in communities of practice, and Lazarus's (1991) emotion theory to help provide a theoretical and analytical focus for the study.

3.3 Pre-study

Before I collected my data, I performed a pilot study to make important decisions about the feasibility of gathering my data in terms of planning, timing, and solving problems, which gave me more awareness and confidence in collecting my data.

I conducted the pre-study in July 2022, four months before the data collection, at the ELI (English Language Institute), King Abdulaziz University in Jeddah (KAU), Saudi Arabia. The pre-study lasted four weeks and included the following steps in the same order:

1. Finalised the ELI approval form for gathering data, which includes observing professional development (PD) trainings and interviewing teachers.
2. Met with the head of the professional development unit and the person in charge of PD training workshops for the English teachers in the ELI. Although I was and still am a teacher in this context, these meetings gave me important information about the training, such as the topics, goals, and relation to the curriculum, which gave me a clear picture of PD in the ELI.
3. Interviewed three teachers for a general view of the context. These interviews, which lasted for approximately 30 minutes, were about elements in the context, such as PD, assessment, and other elements teachers brought up in the interviews.

The pre-study aided the research in many ways. First, it served as a crucial step in planning the collection of comprehensive and insightful data. Second, it helped in foreseeing any obstacle or problem that may occur in the data collection phase. Also, it allowed me to revise and modify the narrative interviews to ensure they provide rich data. In addition, although I planned to conduct both narrative and semi-structured interviews in English, informal interviews showed that teachers were more comfortable when speaking in Arabic, especially when talking about emotions, which led me to inform the teachers to choose any language they prefer, either English or Arabic. Five teachers spoke in Arabic with little English, and only one spoke in English with some Arabic phrases. Finally and more importantly, it provided me with valuable insights into different elements in the context, which led to better preparation for the data collection phase.

3.4 Research Paradigm

According to Cohen et al. (2007), the interpretive paradigm focuses on the individuals and aims to understand their subjective understanding and interpretation of their experiences in the world around them. This approach examines the phenomena through the eyes of the participants. Researchers should acknowledge that human behaviour is not accidental but intentional and that people interpret situations in their own terms. Therefore, researchers should look at the phenomenon and its own context in its own terms and resist his or her own view on individuals, cultures, and contexts (Hammersly, 2013), thereby disregarding the search for universal laws or generalisation. An interpretive stance facilitates the search to focus on participants' subjective views of a situation, which are constructed through interaction with others and negotiated through historical and cultural norms that operate in people's lives (Creswell, 2007). It is important in the interpretive approach that theory emerges from the situation and follows the research, not vice versa. Researchers work with participants' experiences, understandings, and interpretations to build a theory that makes sense of people's behaviour (Cohen et al., 2007). This makes research that follows the interpretive approach exploratory in nature in that it aims to understand participants' attitudes, behaviours, and interactions by exploring participants' interpretations of a phenomenon.

An interpretive research paradigm was appropriate to explore whether ELI teachers' professional identity may be influenced and shaped by what they experience in their PD programme. Interpretivism allowed me to focus on the teachers and understand the role and influence of PD in the environment in which ELI teachers operate on their professional identity, agency, and emotions. An interpretive stance facilitated my quest to focus on teachers' subjective views of professional development, policies, pacing guides, and other important elements in their context, which are constructed through interactions with others and negotiated through historical and cultural norms that operate in participants' lives (Creswell, 2007). Furthermore, it focused on teachers' context to understand how and the extent to which PD programmes in this environment affect teachers' identity, agency, and emotions. I was flexible and adopted a holistic view of my research, which allowed me to understand participants' stories and the world where they live and work (Creswell 2007).

Through the interpretive research paradigm, I obtained evidence through observation, narrative interviews, and semi-structured interviews to gain a more accurate understanding of experiences (Denzin & Lincoln 2011) and respond to the research questions. Furthermore, data was analysed inductively rather than deductively, which allowed me to understand teachers' experiences without preceding with a theory but following it (Cohen et al., 2007). As a phenomenological researcher, interpretivism allowed me to "retain the integrity of the phenomena being investigated" and attempt to "get inside the person and to understand from within" (Cohen et al., p. 21).

3.5 Research Design

This research is qualitative in nature, employing a phenomenological methodology and data analysis. The rationale for choosing a qualitative approach is that it can "use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is inductive and establishes patterns or themes" (Creswell, 2007, p. 53). This study is based on observing and exploring participants' identities, subjective views, experiences, ongoing practices and feelings, and consequently their views of the PD programmes in their environment; qualitative research was therefore well suited to the study (Dörnyei, 2007). The qualitative approach also allowed this study to explore and identify teachers' attitudes, perceptions, and identities while observing and talking directly with teachers and allowing them to tell their stories. This interaction could not be accomplished with a quantitative approach (Creswell, 2013).

Phenomenology is a philosophical method that originally focused on the philosophy and science of pure phenomena (Eagleton, 1983). According to Welman and Kruger (1999), "phenomenologists are concerned with understanding social and psychological phenomena from the perspectives of people involved" (p. 189). In other words, in phenomenological research, the researcher is concerned with the lived experiences of the people involved in the phenomenon being researched (Kruger, 1988). The researcher typically describes, rather than explains, these lived experiences with a perspective free from hypotheses or preconceptions (Husserl, 1970). However, the aim here was not to strive for positivism and a complete absence of the researcher, as data was gathered and analysed in a familiar and interactional environment. A phenomenological method was used in this research because it focuses on

the individual's perspective in attempting to understand the phenomenon under study; this philosophical method is concerned with how the individual has experienced the phenomenon. The phenomenological approach facilitated an understanding of how ELI teachers' experiences with PD influenced their identity, agency, and emotions. Therefore, this method more likely led to a better understanding and contextual grounding regarding what policymakers, teacher educators, and applied linguists discuss when engaging with the English language, classroom practices, and professional development in this context.

While phenomenology focused on teachers' lived experiences (Van Manen, 1997), I used interpretive phenomenological analysis (IPA) to facilitate the understanding of those experiences (Heidegger, 1962, 2008). According to Heidegger (1962), "The meaning of phenomenological description as a method lies in interpretation" (p. 37). Interpretation in phenomenology is not an additional process; rather, it comprises an unavoidable and essential part of our "being-in-the-world" (p. 37).

I used Smith's (1996) idiographic and inductive IPA method, which aims to explore subjects' personal lived experiences while looking phenomenologically into their individual perceptions. IPA allowed me to investigate in detail how teachers are making sense of their personal and social experiences, events, and states in this particular context (Finlay, 2009). IPA was useful for this research since it will allow me to explore how teachers perceive their living context and make sense of their personal and social world. According to Finlay (2009), interpretation involves two phases. In the context of my study, the first phase was the teachers trying to make sense of their own lived experiences. The second phase was me, as the researcher, trying to make sense of the teachers' efforts to make sense of their lived experiences.

IPA helped me bring to the surface how meanings occur in the teachers' context (Finlay, 2009). First, I observed each teacher's description of her lived experience within the context of that teacher's life situation. Second, I generated interpretations as I made sense of the data by drawing on the teacher's subjective understandings and lived experiences. Third, those interpretations were categorised and occurred in a precise social-cultural field and through a specific researcher-researched relationship. These layers of interpretations, which resulted in various perspectives (Finlay, 2009), increased the trustworthiness of the data I acquired from teachers' descriptions. IPA facilitated such layered interpretations, which generated clarity

around what was said, how it was treated in the research process, and how it was interpreted in answering the research questions.

I utilised IPA with narrative inquiry as an "across-method pluralistic approaches to qualitative research" (Frost et al., 2010, p. 442). By joining these two methodological approaches, I aimed to gain a richer and deeper understanding of teachers' lived experiences in relation to their identity, agency, and emotions. While IPA focused on teachers' lived experiences and the meaning-making involved in these experiences (Smith & Osborn 2008), narrative inquiry focused on storytelling as the manner of eliciting important experiences within the social context of teachers' lives (Bauer, 1996), with an emphasis on capturing experiences that are "lived, told, retold, and relived in storied ways on storied landscapes" (Clandinin & Murphy, 2009, p. 598). I was aware that these two methodological approaches do not always complement each other; they may diverge at some points in evidence analysis.

I participated in the research process by understanding, responding to, and describing the occurring interactions (Creswell, 2007). I wanted to understand teachers' lived experiences as they lived those experiences (Finlay, 2009) to explain how those experiences influenced their identity, agency, and emotions. I focused on experiences (the phenomenon) and my connection with the teachers (Finlay 2009). After gaining a deep understanding, interpretation took place. According to Heidegger (1962, 2008), "the meaning of phenomenological description as a method lies in interpretation" (p. 37). Interpretation, in turn, is an inevitable part of existing in the world (Van Manen, 1997), and thus, stories of teachers' experiences signify what they have already interpreted and evidenced related to address the research questions. Therefore, I intended to understand and interpret participants' experiences to develop themes that align with my research questions, which the IPA approach allowed me to do from their perspectives.

3.6 Participants

The study took place in the ELI at KAU in Jeddah, Saudi Arabia. The study involved six Saudi English-language teachers. The number of teachers was limited to six for several reasons. First, IPA is an idiographic approach meant to help researchers understand a specific phenomenon in a particular context (Smith et al., 2009). In addition, IPA is time-consuming by nature, as it involves detailed case-by-case analysis to provide a sufficiently penetrating

analysis of participants and their perceptions. The small number of teachers allowed for profound engagement with each teacher, which helped to thoroughly investigate meaningful points of similarity and difference, and convergence and divergence. Finally, each human phenomenon is complex and challenging to analyse, which is another part of why IPA usually works with only a small number of participants (Smith et al., 2009).

The participants are all female and work in a female-only context because co-education is restricted in Saudi Arabia. These teachers hold either a Master's or Doctorate in TESOL and possess no less than five years' teaching experience. These criteria were essential because participants had to rely on their past experiences and knowledge to account for and reflect on the process of change and stability in PD, English policy, classroom practices, and teacher roles.

My sample is homogeneous, so teachers share similar experiences and educational backgrounds and operate in the same contextual setting, although they might experience it differently. The fact that these teachers have some alignment in their social and contextual backgrounds and practices allowed me to perform IPA effectively; namely, I was able to identify and examine in detail variability among these teachers through analysing patterns of convergence and divergence and of similarities and differences (Smith et al., 2009).

The data collection timeframe for this research study is one semester (12 weeks) because I wanted to investigate ongoing practices and engage with participants within a set timeframe with a clear beginning and end.

Table 1 summarises participants' information, which I outlined in more detail in relation to interview data in section 4.1.2.

Table 1: Summary of participants' information

Teacher	Education	Experience

Shams	Master's in teaching English to speakers of other languages	Eleven years
Najwan	Master's in applied linguistics PhD in education	Nine years
Mayar	Masters in TESOL	Five years
Nada	Masters in linguistics and ELT PhD in English as a lingua franca	Nine years
Sura	Masters in TESOL PhD in Education, Bilingualism and Teacher's believes	Nine years
Rana	Masters in Linguistics PhD in Education	Ten years

3.7 Data Collection

To answer the research questions with data that provides deep insights into identity, agency, and emotions, I engaged in an interactive dialogue with the teachers, who were invited to share their experiences, opinions, and emotions. This study used multiple qualitative research methods, as reflected in the tools I selected, to provide rich and deep data for the phenomenological methodological approach. Data collection methods are presented below.

3.7.1 PD Training Observation

Observation offers researchers the opportunity to watch for and gather 'live' data from naturally occurring situations (Cohen et al., 2018). Observation is a key foundation for discussion and researcher involvement; researchers can observe things that participants may either miss or feel uncomfortable bringing up in interviews, allowing the research to move beyond perception-based data (e.g., beyond opinions given in interviews) (Cohen et al., 2018). Observation is also sensitive to contexts and allows the researcher to gather deep information about a phenomenon at close range with various important contextual variables present (Mackey & Gass, 2005). Furthermore, observation can reveal familiar and fixed aspects of a context that have not been described before (Heigham &Crocker, 2009) and 'help demystify what is actually going on as opposed to what one might hope or assume is happening' (Anderson, Herr, & Nihlen, 1994, p. 129). In other words, observation enabled me to understand the context of the programmes and provided a common point of reference for

any practices that participants brought up in discussion (Cohen et al., 2018). Observation of non-participants also gave me a better background for understanding participants' experiences. I observed three PD training sessions to develop questions for the semi-structured interviews, seek clarifications, and contextualise and relate to participants' narrative interviews. Accordingly, I utilised the observation data as part of the evidence in this study, specifically to validate and contextualise participants' experiences.

3.7.2 Narrative Interviews

The narrative interview is a qualitative research method with specific features that make it unstructured and in-depth (Bauer, 1996). Narrative interviews are a viable means of representing phenomenological studies, and they are fit for the purpose of obtaining stories of experiences (Creswell, 2007; Moen, 2006). The narrative interview creates a setting that inspires and encourages the interviewees to tell their stories of meaningful experiences within their social context (Bauer, 1996). In a narrative interview, the interviewer can capture experiences that are "lived, told, retold, and relived in storied ways on storied landscapes" (Clandinin & Murphy, 2009, p. 598). Clandinin et al. (2009) confirm that, in identity formation, narratives illustrate who teachers are, were, and would become. Teachers' stories of their past define important facts such as decisions made, actions taken, and influences on decision-making. Luehmann (2007) and Gee (2000) claim that these factors contribute to teachers' identities, which both researchers refer to as teachers' core professional identities.

After gaining more insight into PD through observation, I conducted narrative interviews with the teachers to gain a deeper understanding of their knowledge, opinions, ideas, and experiences with PD and other teaching programmes that are conducted in an environment characterised by strict policies, fixed curricula, and specific expectations about teaching practices in language classrooms. Narrative interviews imply stories being told by teachers. In these narrative interviews, I minimised my influence on the "informant's perspective" to operate without structure and to link events to context (Bauer, 1996, p. 2). Furthermore, according to Bauer (1996), in narrative interviews, the researcher directs the interview process through a technique of "story-telling and listening" wherein the subjects initiate topics and tell their stories as narratives (p. 3).

This technique provided this study with deep information about the teachers' actions, views, and environments; that deep information assisted me in understanding the teachers' experiences (Bauer 1996). Furthermore, this technique allowed the teachers to reveal hidden meanings through further clarifications, providing rich data analysis evidence (Polkinghorne, 2005). I did not control the interview course. I only scaffolded the teachers and guided them towards the focus and direction of the study, encouraging them to tell stories about their experiences in their professional development programme.

The "richness of narrative data" tends to provide researchers "with different understandings" of subjects' experiences (Wiklund-Gustin, 2010, p. 35). I, therefore, gained insights into the effect of professional development in an environment characterised by strict policies, fixed curricula, and specific expectations about teaching practices on teachers' identity, agency, and emotions, as well as an understanding of what other elements intersect and interact with these factors in context. Since identity, agency, and emotions are part of a complex web of teachers' experiences, thinking, and practices, narrative interviews allowed me to have an open-minded engagement with teachers' accounts on their own terms, and elicited other elements such as motivations, background, experiences, or broader opinions that mapped onto and informed the study's focus.

3.7.3 Semi-structured Interviews

Interviews are recommended when a researcher aims to investigate a phenomenon that is difficult to observe, as is the case with teachers' perceptions and emotions (Mackey & Gass, 2005). Also, semi-structured interviews are recommended when the researcher intends to gain insight into the interviewees' knowledge, opinions, ideas, and experiences (Dörnyei, 2007; Wallace, 1998). Furthermore, semi-structured interviews are recommended in phenomenological studies because they allow both the researcher and the participants to engage in a conversation whereby initial questions are modified according to the participants' answers, and the researcher is able to explore interesting and important areas that arise (Smith & Osborn, 2007). In this study, semi-structured interviews, as well as narrative interviews, allow the researcher to gain rich, detailed, first-person accounts of participants' experiences (Smith et al., 2009).

At this research stage, I already gained an overview of the phenomenon under study through PD training observation and narrative interviews. According to Dörnyei (2007), semi-structured interviews are suitable when the researcher already has a good idea of the phenomenon being studied and is ready to elaborate on that understanding and develop questions about the topic being researched. In addition, through the interactive nature of the interview, I was able to elicit additional data that I have gained from the narrative interviews; this opportunity was especially valuable when I encountered vague, incomplete, off-topic, or ambiguous answers (Mackey & Gass, 2005).

Through conversations with teachers, I co-constructed knowledge and reached a shared understanding of their perspective of PD in relation to their context. I gained insights into how their perspectives impact their agency and emotions and, consequently, their identity construction.

These interviews were structured around themes, but they allowed for some free discussion, which allowed participants to share what they think is important. Insights gained through previous data collection stages informed this stage, which allowed greater knowledge of participants to inform the interview interaction, interpersonal understanding, and topic selection and management.

I considered participant-specific themes for the discussion of semi-structured interview questions based on my observations and the participant's narrative interview. Therefore, these interviews differed for each participant since I intended to gain more information and seek further clarification on their individual experiences. 'Co-construction' is thus an important term in this study, as my role was to introduce ideas, point to specific topics, and elicit experiences and accounts, but not to interrogate or survey. In other words, I provided guidance and direction, followed up on interesting developments and let the teachers elaborate on certain issues raised in an exploratory manner (Mackey & Gass, 2007). By this stage, I was familiar with my participants, and they were familiar with me and my interests in their experiences and ideas. As a result, these interviews were conversations between educators rather than a list of questions posed by an outsider. This allowed for a more natural, open, and informative discussion, which is important considering the focus of the study.

3.7.4 Summary of Methods and Descriptive Details

Table two below describes the research methods used in this study and the instrument to be used for each of them, together with reports of the number of participants and items.

Table 2: Summary of research methods and descriptive details

Instrument	**Detail**	**Number/Duration**	**Participants**
Observations	Field notes	Three sessions	Three trainers
Narrative Interview	Field notes Audio recordings	One hour for each teacher	Six teachers
Semi-structured Interview	Field notes Audio recordings	45 to 60 minutes for each teacher	Six teachers

3.8 Transcription

I audio-recorded all my data after gaining the consent of my participants. Recordings were stored according to the data protection legislation requirements of the University of Southampton.

IPA is mainly concerned with the semantic record of the interview. That is, IPA aims to observe the understanding, and interpret the content of participants' ideas, experiences, and perceptions. Therefore, I focused on the language and the meaning by transcribing all the words spoken by the teachers in the narrative interviews and semi-structured interviews by listening to the audio recording multiple times. Transcribing was done in English and Arabic since teachers used both languages in their interviews according to their preference.

3.9 Data Analysis

The study utilised interpretive phenomenological analysis (IPA) to examine ELI teachers' experiences with and perceptions of the PD programme in relation to contextual roles and professional identities. According to Smith et al. (2009), there is no single method to work with data in IPA; rather, IPA is flexible in its analytic development with a main analytical focus on participants' efforts to make sense of their experiences.

In this study, I followed Smith et al.'s (2009) six steps of IPA. The researcher performed these steps on the first case in detail and then moved on, case after case, repeating the same steps. I started this process with the participant whose data was found to be most detailed, complex, and interesting (Smith et al., 2009). The data was analysed according to the following stages (Smith et al., 2009):

1. Reading and re-reading: In this step, I immersed myself in the data by listening to the audio recording, reading the transcript, and then re-reading the transcript. I was striving to enter each teacher's world through active engagement with data making while ensuring the teacher remains the focus of the analysis.
2. Initial noting: In this stage, I examined the semantic content of my data and the teachers' language use on a deep exploratory level. Notes were taken with every reading, and I aimed to construct a thorough and detailed set of notes on the data. I observed teachers' language, relating it to professional development, policies, pacing guides, and other important elements in their context. As I worked through this process, I tried to identify abstract concepts to deepen my understanding of any patterns in the meanings observed. Three types of exploratory comments were conducted: descriptive, linguistic, and conceptual comments. Descriptive comments described the content by observing the teachers' keywords, expressions, or descriptions. I understood teachers' experiences regarding their relationship with important factors in their context by looking at their descriptions, emotional reactions, assumptions, and other figures of speech. The second level of annotation was linguistic. Linguistic comments focused on features of teachers' language use, such as pronouns, laughter, and repetition. Finally, a more interpretive annotation was done through conceptual comments. Conceptual comments were in the form of questions about different aspects of the data. These comments mainly concerned teachers' understanding of their environment and, at the same time, my own experiences and interpretation of the data.
3. Developing emergent themes: In this stage, I managed the data while maintaining complexity by mapping interrelationships, correlations, and patterns between exploratory notes. This process required an analytic shift from the transcript to the exploratory notes. I was looking for emergent themes that involved producing a brief and concise account of what is found important in the comments on the transcripts.

Themes were developed through a process of description and interpretation. That is, the themes resulted from the teachers' ideas and words, as well as my own interpretations.

4. Searching for connections in emergent themes: At this point, I had found most of the themes in the data. The themes were ordered in the same way they were found, chronologically. I looked at the themes and tried to fit them together in a way I thought was suitable, and I discarded some of them. This stage depended on my research questions and my main focus, teacher identity, agency, and emotions. There are many ways to find patterns and connections between themes. Smith et al. (2009) propose the following strategies:
    a) Abstraction: themes were identified and patterned under different groups, which can be called 'super-ordinate.' That is, similar themes were put together under a super-ordinate theme title.
    b) Subsumption: After deciding on super-ordinate themes, I looked for themes that require a super-ordinate status and linked them with other related themes.
    c) Polarisation: After looking at similarities between themes in the first two stages, I identified and examined the differences that occur among themes.
    d) Contextualisation: Themes were observed, categorised, and linked to other themes by their connections to the contextual aspects and narrative within an analysis. Adopting a practical means of monitoring and detecting different understandings in the data is beneficial, such as adopting a time-based, cultural, or narrative structure. Therefore, I categorised themes according to the time they occurred in the interviews.
    e) Numeration: I also acknowledged the frequency of recurring themes in my data. I kept in mind that frequency is not the only or the most important indicator of the theme's importance; some important themes occurred only once. Nonetheless, numeration was observed and acknowledged in some instances.
    f) Function: Themes were also observed according to their function in the data. For example, positive and negative themes were looked at beyond what the teacher meant and according to the underlying meaning in the interview. I pulled away from the teacher's focus and thoughts and interpreted the data more deeply.

5. Moving to the following case: At this point, I moved to the next teacher's data and repeated all the previous steps on that data. I was bearing in mind that each case is unique; repeating the same steps did not necessarily result in finding the same themes or connecting the emergent themes in the same manner. I therefore allowed new themes to emerge with each teacher, as is characteristic of IPA analysis.
6. Looking for patterns across cases: After reviewing all the teachers' data, I looked for patterns across subjects. For example, I compared cases, looked at recurring themes, and found connections between themes. In this stage, I reconfigured and relabelled some of the themes.

It is essential in IPA to remain flexible throughout the analysis, and within these strategies, not all IPA steps need to be followed or reported, and they do not need to be executed in a particular order. Therefore, I was flexible and left room for manoeuvring, as IPA is a complex and challenging process. Furthermore, this approach was useful in finding patterns and stages in my data that align with my research questions; however, I was aware that it could also be too structured and limiting to account for the performed, contextual, and emergent areas that also interest me, so this was used to inform a phenomenological approach that allowed me to account for structured findings in my data while also exploring emergent themes in the area. This is an exploratory study, so I adapted my approaches to data analysis according to what happened in the field and the data I collected.

3.10 Data Collection and Data Analysis Action Plan

3.10.1. Data Collection Action Plan

The data was collected from 21st November 2021 until 18th February 2022 at the King Abdul Aziz University English Language Institute. Before the start of the data collection, participants were given an overview of the study, requested to sign a consent form to provide the researcher with the permission to use the data in this research, and informed of the ethical rules concerning anonymity and confidentiality.

The action plan for the data collection was divided into three phases and is listed below and presented in Table 3. The purpose of dividing the data collection process into three phases was because the researcher utilised each phase to prepare for the following phase; that is,

each phase with its data will affect the next phase, which is why analysis in this research started with the data collection as I explain in the analysis action plan. Below is the summary of the data collection:

Phase one:

I observed three PD training sessions, each one to two hours long, to develop questions for the semi-structured interviews, seek clarifications, and contextualise and relate to participants' narrative interviews. Accordingly, I did not report the observation data in this study beyond commenting on themes that emerged from interview data; the observation data was useful in validating and contextualising participants' accounts. Field notes were taken during the observations via pen and paper, in order to be unobtrusive, and then I recorded the notes digitally immediately, which was useful for recording and organising these data, and also for reflecting on broad themes observed.

Phase two:

After gaining more insight into PD through observation, I modified the narrative interview questions and conducted face-to-face narrative interviews with the teachers to gain a deeper understanding of their knowledge, opinions, ideas, and experiences with PD and other teaching programmes. Furthermore, I conducted the interview through a "story-telling and listening" technique, wherein the participants initiate topics and tell their stories as narratives.

Phase three:

In this final phase, I conducted a semi-structured interview with the same six teachers who had done the narrative interview. Through the interactive nature of the interview, I was able to elicit additional data that I have gained from the narrative interviews; this opportunity was especially valuable in the case of vague, incomplete, off-topic, or ambiguous answers. Through conversations with teachers, I co-constructed knowledge and reached a shared understanding of their perspective of PD in relation to their context. I also gained insights into how their perspectives impact their agency and emotions and, consequently, their identity construction. The table below provides the data collection plan with the dates:

Table 3: Summary of data collection plan with the dates

Week	Date	Task
Week 1 & 2	From 21/11/2021 to 5/12/2021	Fill consent forms, invitation letters, and participant's information sheets, book the dates for observation, and arrange the timing of the interviews with the teachers
Week 3 & 4	From 5/12/2021 to 19/12/2021	Observe three training sessions
Week 5	From 19/12/2021 to 26/12/2021	Make the necessary changes to the narrative interviews
Week 6, 7, & 8	From 26/12/2021 to16/1/2022	Conduct the narrative interviews with the six teachers
Week 9	From 16/1/2022 to 23/1/2022	Modify the semi-structured interviews according to the narrative interviews for each teacher
Week 10, 11, 12, & 13	From 23/1/2022 to 20/2/2022	Conduct semi-structured interviews with the teachers

3.10.2. Data Analysis Action Plan

The study utilises interpretive phenomenological analysis (IPA) to examine ELI teachers' experiences with and perceptions of the PD programme in relation to contextual roles and professional identities. I used MAXQDA software to analyse the transcribed data, which allowed me to code the raw data and identify emergent themes. The MAXQDA software facilitated this categorisation and allowed me to transcribe data in English and Arabic language (see appendix E).

For this research, the data analysis process started at the beginning of the process of transcribing. Some researchers, for instance, Cohen et al. (2013), call it the pre-coding stage, but Dörnyei (2007) claims that the first step of analysis should start during transcribing to 'meeting the data meaningfully' (p. 250). Furthermore, according to Bogdan and Biklen (2011), plan data-collection sessions according to what you find in previous observations, review field notes and memos as you go along 'and plan to pursue specific leads in your next data-collection session' (p. 163).

Therefore, data was both planned and analysed while being collected. This started from the field notes that were taken from the observation, which inspired and based the foundation of

the narrative interviews. In the second stage, which is the narrative interviews, I did the following:

1. I wrote some comments during the interviews, which were more of a storytelling. I took memos for myself about what I heard instead of just recording 'These memos can provide a time to reflect on issues raised in the setting and how they relate to larger theoretical, methodological, and substantive issues' (Bogdan & Biklen, 2011, p. 165).
2. After each interview, I transcribed the interview, wrote comments and ideas about what was happening in my data, and produced initial coding where relevant.

Transcribing the narrative interviews helped me in two ways; first, it gave me insight into some ideas that may or may not occur in the next participant's data regarding the context. So, as I was interviewing a participant, I asked about some patterns or themes that I already detected in the data. Second, the insight from the narrative interviews helped me develop questions for the semi-structured interviews based on the ideas and themes I have found.

After I transcribed and coded the narrative interviews, I wrote the semi-structured interviews. These interviews differed for each participant since I intended to gain more information and seek further clarification on their individual experiences. These interviews were structured around themes, but they allowed for some free discussion, allowing participants to share what they think is important. In some cases, the teachers introduced new ideas and themes they said they were thinking of or remembered after the narrative interview.

After conducting all the semi-structured interviews, I transcribed them and started analysing my data. I followed Smith et al.'s (2009) six steps of IPA in this study. I performed these steps on the first case in detail and then planned to move on, case after case, repeating the same steps. I started this process with the participant whose data was found to be most detailed, complex, and interesting (Smith et al., 2009). The analysis is briefly explained in the following steps:

1. Reading and re-reading
2. Initial noting
3. Developing emergent themes
4. Searching for connections in emergent themes
5. Moving to the next case

6. Looking for patterns across cases

Themes that emerged are presented in the findings and discussion chapters below, and are identifiable in the headings and introductions of the findings sections. "Themes" can seem like a straightforward way of framing about what emerges from data analysis, but these themes can be quite different in nature, from commonalities between participants, to individual differences across a role or construct mentioned in interviews. It is important, therefore, that I present how themes run across individual accounts (looking for connections, as mentioned above), but while also presenting data with a close proximity to the individual participants, as observed connections were related to particular teachers' positions, and their relationships within and beyond the context.

3.11 Trustworthiness

It is difficult to ensure trustworthiness in qualitative research (Lincoln & Guba, 1985), and this study aimed to ensure that it is present to the most significant extent possible. Lincoln and Guba (1985) posit four criteria for trustworthiness: credibility, dependability, confirmability, and transferability. This research attempted to embody trustworthiness through multiple techniques to enhance credibility, ensure transferability, achieve dependability, and attain confirmability. The following section explains the precautions I have taken to enhance trustworthiness in general and how I will accomplish the four criteria.

To ensure trustworthiness in this research, I obtained rich data from different sources (Polkinghorne, 2007). These sources include observations of professional development training to develop questions for the semi-structured interviews, seek clarifications, and contextualise and relate data to participants' narrative interviews. I conducted narrative interviews on teachers' experiences of the professional development programme in relation to their professional identity, agency, and emotions. Through narrative interviews, I gained a deeper understanding of teachers' knowledge, opinions, ideas, and experiences with PD, as well as other teaching programmes conducted in an environment characterised by strict policies, fixed curricula, and specific expectations of teaching practices in language classrooms. Semi-structured interviews allowed me to explore key subjects that arise (Smith & Osborn, 2007). Furthermore, semi-structured interviews, as well as narrative interviews,

allowed the researcher to gain rich, detailed, first-person accounts of participants' experiences (Smith et al., 2009).

Credibility is defined as the truth value of the data and the analysis and interpretation of said data by the researcher (Dörnyei, 2007). To make this research credible, I took the following actions. The first action is the choice of participants, namely the homogeneous selection of teachers who share similar experiences and educational backgrounds and operate in the same contextual setting. The fact that these teachers are aligned in terms of their social and contextual backgrounds and practices allowed me to gain rich, thick descriptions to convey the findings (Smith et al., 2009). This description identified and examined in detail variability among these teachers by analysing patterns of convergence and divergence and of similarities and differences, which contributed to the validity of the findings (Creswell, 2013). I also chose teachers who can appropriately describe their experiences in professional development because they have participated in the PD programme multiple times, and those with years of teaching experience were able to reflect on their experiences.

Based on my experience as a teacher in the ELI, I ensured that I established a relationship and trust with the participants by assuring them throughout the research process of their anonymity and confidentiality and by making them familiar with me and making the interviews more like conversations between educators than a list of questions posed by an outsider. This method allowed for a more natural, open, and informative discussion. I achieved understanding through observation and suspend judgment during the interviews. Finally, I thoroughly examined the evidence and detected and presented negative, contradictory, or disagreeing information in themes. According to Creswell (2013), presenting and discussing negative or contradictory information contributes to the credibility of the findings, and the results become more accurate and valid.

Transferability refers to the applicability of the findings to other contexts (Dörnyei, 2007). To achieve transferability, I followed the following steps. Firstly, I explained in detail my research process so that it may be used in similar research to study teachers' identity, agency, and emotions. I also explained the location of the study, the context, and the participants. I also thoroughly explained my data collection methods, such as the type, number, and length of the interviews and the data analysis steps I will follow. These details also enhanced dependability, which refers to the constancy of the data in similar settings, allowing similar

research to utilise the same process. Furthermore, as well as explaining my methodology thoroughly, I also justified it by linking it to the research questions and concepts of research. Dependability is also established by focusing on the research questions and the data collected as evidence.

Regarding confirmability, it is the researcher's duty to be neutral and present the data to elicit participants' responses before submission of the thesis without bias or partial perspectives (Dörnyei, 2007). I am aware that, in narrative interviews, participants were in complete control of what to narrate, omit, or even forget from their experiences and events due to factors such as their context, the participants' narrative competence, and how I conducted the interview. Therefore, I explained thoroughly the context and the manner of conducting the interview in my methodology and to the participants. Also, I was aware that teachers are unlikely to narrate their stories and experiences without omitting important details. Furthermore, teachers, like anyone else, may unintentionally present themselves positively (Carpenter 2009). Therefore, I did not take the teachers' stories at face value and justified the 'truthfulness' of the evidence by comparing the data I gained in the narrative interviews with the training observation and semi-structured interviews. I also asked for clarifications of the narrative data for each teacher in the semi-structured interviews to double-check the accuracy of the findings. I also report findings with awareness of the nature of the data and truth claims, such as limiting reported findings to what was said in relation to a particular topic or experience, and not making an equivalence between a claim in one of these interviews interview and a closely observed phenomenon or a stable account that would extend to future conversations on different topics. In addition, I sent the transcriptions of interviews and my interpretation of each interview to each teacher and asked them to read and make sure that they were accurate (Creswell, 2013). This verification method helped justify the validity of the evidence and findings from the teachers' perspectives. I also kept in mind in the interview the focus of my research and tried to avoid being biased, which is explained in the following section.

To reduce bias in the research, I ensured that my experience as an English teacher in the ELI and my own understanding of work and roles did not unduly influence my interpretation of data. Participants' stories were verified through observation and clarified through the semi-structured interview. I immediately found that re-entering this setting as a researcher whose

role was to observe shifted my perspective of what happened there, and opened my mind to how others might interpret features of the PD training or other elements of the context. Furthermore, participants verified the transcriptions of their narrative interviews, semi-structured interviews, and my interpretation of both interviews to ensure that they accurately reflect their experiences. In addition, I described the analysis in detail to demonstrate that my findings are based on the evidence.

The researcher took further steps to avoid bias, such as being aware of my relation to participants, my role as researcher, and its effect on teachers' reflections. I had to monitor my responses and reactions through interviews to avoid bias. I acknowledged my position, as well as being the researcher, as one of these teachers with shared experiences and context when collecting the data and analysing and obtaining evidence. I had to manage a dual role of being an insider and outsider, which varied depending on topic and context.

My experience as an English teacher in the ELI who taught in the same context, attended professional development training, and followed the same policies enhanced my understanding of teachers' experiences and, as Holroyd (2007) termed it, situated me within the inquiry. Therefore, I ensured that my experience did not affect participants' stories, ideas or perceptions (Denscombe, 2010) by using an IPA approach to the data. I re-examined my analysis and evidence throughout the research process and concentrated on shared experiences, terms, and themes found in the data and their connection (Cohen et al., 2007; Creswell, 2007; Smith et al., 2009).

3.12 Ethical Approach to Data

This project conformed to the ethics procedures of the University of Southampton and King Abdulaziz University. Participants' confidentiality and relevant research data were protected throughout the process. I used institutionally approved consent forms and participant information sheets and received relevant permissions prior to conducting any research activity. In addition, my position within the university was not used to coerce teachers to participate in the study, and I ensured that the freedom not to participate or to drop out was clear to all.

It was essential to make sure that all participants were safe in the context of the COVID-19 outbreak. The Covid situation in Saudi Arabia was improving, especially as more people, including teachers, were vaccinated. It was also announced that face-to-face interaction was now allowed in all sectors, including education, and therefore the ELI, as long as the interaction did not place more than twenty people in one place. Notwithstanding the improvement in the situation, I followed all the rules and regulations proposed by the ELI and the government at the time of data collection, including those related to distancing and masking. It is possible that there was an impact from the pandemic on data elicited in this study, whether from the face-to-face interactions in masks limiting non-verbal communication, or from participants' accounts being influenced by recent experiences during the pandemic, but communication was initiated and maintained in ways that I feel were normal, and the pandemic did not feature in data, despite a number of invitations to teachers to reflect on their experiences and positions.

Chapter 4 Findings

4.1. Introduction

This chapter presents and analyses the results from the narrative and semi-structured interviews to answer the research questions of the study. I present the themes that emerged from interpretive phenomenological analysis (IPA) of the narrative and semi-structured interviews to examine English Language Institute (ELI) Saudi teachers' experiences with and perceptions of the PD programme in relation to contextual roles and professional identities. I support these themes with excerpts of teachers' interviews to describe "the essence" of the phenomenon of teachers' experiences (Creswell 2006, p. 58). Each identified theme has the potential to reveal elements of teachers' professional identity, agency, and emotions in relation to the research questions, answers to which are synthesised in the Conclusion (Chapter 6) after being scrutinised and theorised in the Discussion (Chapter 5).

The chapter starts with a brief explanation of the backgrounds of the participants, which helps the reader understand the nature of the data and the situated individuals, and elements of their trajectories, that inform and even form part of the data being reported. Then, it approaches analysing themes: professional development, assessment, view of the unified system, view of self, and change through time. As explained in the aim's section (1.2), the focus of this study's interviews are not regarding teachers' views and perceptions of professional development. Instead, they include teachers' views and perceptions of different elements and policies in their context that were impacted by their engagement with and beyond the professional development programme.

In the first section, I analyse the obtained data relating to teachers' views, perceptions, and experiences related to PD in the ELI and its effect on their teacher identity, teaching practices, and emotions. I start by analysing teachers' different views, perceptions, and experiences in PD provided by the ELI. I then move to teachers' views and perceptions of PD's applicability in relation to context. After that, I analysed teachers' reasons behind attending PD, followed by examining their willingness to learn. Finally, I present different methods teachers discussed on how they developed their teaching practices in relation to PD.

In the second section, I outline thematised data relating to teachers' views and perceptions related to assessment in the ELI and its effect on their teacher identity, teaching practices, and emotions. In this theme, I start by analysing teachers' different perspectives on non-involvement in exam writing. I then examine diverse perspectives on teachers' non-involvement in knowing the exam content, followed by different views on non-involvement and lack of control over the grading system. Finally, I analyse changes occurring in teaching practices in relation to assessment.

In the third and last section, I focus on themes in the data that relate to teachers' views and perceptions associated with the unified system in general and how it affected them as teachers. I start by analysing teachers' views, perceptions, and feelings in relation to the unified system and then present how it makes them view themselves and how they change because of it. The chapter ends with a summary section, which summarises and presents results which are further explored in the Discussion chapter.

4.2. Background of the Participants

Six female Saudi English language teachers participated in this study by each participating in a narrative interview and a semi-structured interview. Teachers hold either a Master's degree or Doctorate in TESOL and possess no less than five years of teaching experience. My sample is homogeneous in terms of gender, nationality, L1, and minimum experience, so teachers share similar experiences and educational backgrounds, and operate in the same contextual setting, although they might experience it differently. In the following section, I present a brief profile of the research participants in the form of a general overview of their educational background, experiences, and some key aspects that are related to the focus of the study.

Shams

Shams graduated from KAU with a bachelor's in English literature and linguistics and started her career in a different sector than teaching. She then realised that she wanted to be a teacher at the university and applied to be a teacher assistant in the ELI. She then travelled to the United States on a scholarship provided by the KAU and did her master's degree in teaching English to speakers of other languages. When she came back, she became a lecturer, and since then, she has been teaching the PYP (preparatory year program) in the ELI with a total of eleven years of teaching experience.

Shams is married and a mother of four children. Besides teaching in the ELI, she is now working on her PhD proposal and is planning to pursue her PhD in Applied Linguistics or Education.

Najwan

Najwan graduated from KAU with a bachelor's in English literature and linguistics. She was hired in the ELI as a teacher assistant and travelled to the UK on a scholarship provided by KAU. In the UK, she did her master's in applied linguistics and her PhD in Education. When she came back, she became an assistant professor at the ELI and has been teaching in the PYP for nine years now.

Najwan is also married and a mother of four children. She is now, besides teaching foundation year students, the head of the higher education department in the ELI and, in some semesters, teaches master students.

Mayar

Mayar graduated from KAU with a bachelor's in English literature and linguistics and was hired in the ELI as a teacher assistant. While teaching at the ELI, she did her masters in TESOL and became a lecturer. Since then, she has been teaching in the PYP in the ELI for five years.

Mayar is married and a mother of three children. She is not thinking of pursuing her PhD anytime soon.

Nada

Nada graduated from English literature and linguistics from KAU. She started her career as a public relations representative in the Jeddah Chamber of Commerce and Industry and got her first master's degree in business administration. She then became a language teacher and was hired by the ELI as a teaching assistant. She travelled to the UK on a scholarship provided by KAU and did her master's in linguistics and ELT and PhD in the area of English as a lingua franca. She is now an assistant professor and has been teaching English in the PYP for nine years.

When Nada came back from her scholarship, she got married, and is now a mother of one child. Besides teaching foundation year students, she is a member of the curriculum and testing unit in the ELI.

Sura

Sura graduated from KAU with a bachelor's in English literature and linguistics and was hired by the ELI as a teaching assistant. She travelled on a scholarship to the UK and did her masters in TESOL and her PhD in Education, Bilingualism, and Teacher's Beliefs. She is now an assistant professor and has been teaching English in the PYP for nine years. Sura is a mother of two and is now the head of the students' support unit in the ELI.

Rana

Rana graduated with a bachelor's degree in English literature and was hired as a teacher assistant by the ELI. She then pursued her master's in linguistics from KAU while teaching in the ELI and became a lecturer. She went on the KAU scholarship to the UK, got her PhD in Education, and returned to be an assistant professor in the ELI and has been teaching in the PYP for ten years.

When Rana came back from her scholarship, she got married and became a mother of one child. Besides teaching in the PYP, she is the head of the academic writing centre at the ELI.

4.3. Professional Development

Professional development (PD) is an essential theme in my data. In this section, I analyse the obtained data relating to teachers' views, perceptions, and experiences in relation to professional development in the ELI and explore relationships between PD and (teacher) identity, teaching practices, and emotions. Five PD-related subthemes emerged from the data, which were: (1) different perspectives and experiences with PD training; (2) different perspectives of the applicability of PD and its relation to context; (3) different motivators for attending PD; (4) teachers' willingness to keep learning; and (5) different methods to develop teaching practices.

It is important to note that professional development policies state that PD training courses are not obligatory for teachers; they are for those interested in professional development. However, as stated above, according to the Annual Development Evaluation Rubric of the Professional Development Unit (PDU), teachers should attend eight training sessions for the highest score in internal professional development (PD), meaning that the course is obligatory if they want a high professional development score in the Annual Faculty Performance

Evaluation. This evaluation is essential for most teachers as it is saved in their ELI files, affects their overall evaluations and career development, and, in some cases, impacts their yearly salary increase. Also, teachers are often presented with certificates detailing the workshops that they have attended and those that they have delivered. Teachers require these certificates to demonstrate their engagement with PD for the purposes of being seen to enrich their CVs, which, in turn, allows them to maintain or progress in their roles and get a high score in their evaluation.

4.3.1 Perspectives and Experiences with PD Training

The first sub-theme concerning PD in the ELI is teachers' perspectives and experiences with PD. It must be noted here that the ELI provides a wide range of PD training and workshops, and teachers can choose the courses they want to join. Therefore, participants' perceptions and experiences are not regarding the same training; instead, it is their general perception of PD that links to examples of their own experiences with the courses they have elected to attend.

Although data relating to PD uncovers complex and often conflicting relationships between teachers, their roles, and their environments, what underlines this is a positive appreciation of what is offered to them. When teachers discussed their views and experiences with PD in the ELI, all six teachers expressed that the PD they experience is informative, beneficial, transformative for teaching, beneficial to students, and they see benefits of it being officially recognised through certification. They also mentioned that it matches new trends in the field and how it can benefit their teaching. Participants also gave examples of trainings that they have found helpful in their application, and they expressed different emotions aroused by their success in applying these trainings. These emotions include joy, pride, relief, belonging, excitement, motivation, empowerment, freedom, and happiness. There are only a few cases where teachers expressed that they were not pleased with the PD because it is either carelessly prepared or could be more beneficial.

Shams started by explaining how *"PD is starting to develop in ELI"* and how *"It is updated with all the new trends"*. She then gives examples of two trainings:

Let's say that there are top-notch trainings, especially in the writing skills for the science students, honestly; it showed a huge difference…Also, the blended learning was great; it is applicable, and I felt that I benefited my students.

These two PD areas illustrate how Shams perceives training as having a positive effect on her teaching and her students. She also explained that, when attending PD sessions, she feels the need to develop ways of achieving her goals in the classroom: "*I need something to make me feel that I am accomplishing something with the students in one way or another".* She continued saying that when she attends PD, it is informative and applicable to her classroom, and she feels motivated to learn and attend more training: "*It gives me a feeling that I want more of it".* Besides the feelings aroused when attending PD that Shams finds beneficial, applying training in class that has a positive effect on students' learning also affects her emotions:

I felt relieved that I was able to apply what I was taught, and what I applied gave me an outcome, and I am not only depending on my abroad education, but there are other things you can learn that you didn't even know about…I also feel proud of my students and tell them you honestly impressed me.

Shams revealed different emotions that arise when applying successful PD. She explained that she feels relief that she could apply what she learnt with a positive outcome in her classroom and that she is not only depending on her previous knowledge, which gave her a feeling of motivation and excitement to find new knowledge and teaching practices. Shams may also see applying the training successfully as an investment, and she feels relief when the time and effort (emotional, cognitive, and physical) she invested has a positive outcome. The choice of the word *"relieved"* to explain her feelings may indicate that when she does not apply a training she learnt in her classroom, an opposite feeling may occur, which may be a feeling of frustration or anxiety, or even blame towards the trainer or herself ("Maybe it's my problem? What am I doing wrong"), which was found later in the chapter. She also expressed a feeling of pride in her students, which she, in turn, conveys to them. Shams then gave an example of a Blackboard training course that was given to the teachers at the beginning of the COVID pandemic to teach them how to use the Blackboard when teaching was online:

> *I was so proud for so many reasons, I felt as if I was at war, so God bless them for this training…As much as it felt very complicated at that time, as much as it made my life so easy that I was able to apply it exactly as I was taught.*

So, when facing difficulty in teaching online for the first time, and when that problem was acknowledged and addressed by the ELI, she felt proud and thankful to the ELI for how they solved her problem and helped her overcome a difficult time. This example is different from the previous ones because Shams associated an urgent situation and a need for new skills and knowledge with positive PD provision; that is, PD here fulfilled an urgent need, which is why she saw it as helpful.

Najwan's comment on PD aligns with Shams's, saying: *"To be honest, I think the topics are very interesting".* The way she initiated her answer by *"to be honest"* shows that her opinion that PD's topics are interesting is not what is expected of the hearer or other teachers, who may have a different view. She explained that attending PD that is applicable and beneficial for her students gave her a feeling of happiness:

> *I felt this course had everything in it; it changed me completely and how I look at things…When the training is useful, I feel extremely happy; besides the happiness and the benefit I got from the training, I feel happy that I chose the right training.*

As mentioned earlier, although this is a top-down system, teachers can choose the training they want to attend in the ELI. So, on one level, teachers have a degree of autonomy, but at another level, they still have to engage with PD, and the choices might not be the best for them, might conflict, or they might not feel they have the resources to make that choice. In this example, when the will and autonomy given to Najwan in choosing the training had a positive outcome, it gave her a feeling of pride that she chose the proper training for her class.

Nada gave a thorough description of PD in the ELI. She started by saying:

> *Some of the professional development chances given are excellent; they teach, they enlighten you, they give you the latest research in the area, so they teach you about the state of the art in the field. This makes you feel empowered, you know. And someone just squeezed the level of knowledge for you instead of you doing it yourself, instead of going out to try and explore things in your home to have some sort of a capsule that has knowledge in it, and you just have to take it, it's a good thing.*

Nada sees the PD training in the ELI as excellent and influential to both teachers and their teaching. She also agrees with Shams that it is updated with the latest research in the field. She then explained the value of these opportunities that are given to the teachers instead of them searching for knowledge on their own. She continued by saying:

> *I think the professional development provided by the KAU is very good and can transform teaching practices. It can take a novice teacher to become an expert teacher.*

This statement shows how PD can improve teaching and develop a teacher, changing her from a novice teacher to a more experienced one. Nada's comment here suggests that PD in the ELI has a vital role in teachers' trajectory, changing them from novices to experts. There is also a positioning of teachers as novices or experts; this positioning is further discussed by Nada and other teachers in extracts further below.

She then referred to the longer training courses that the ELI provides:

> *They do give us amazing development opportunities aside from the things that are done; these are nice and helpful; it is a fun way to learn and develop yourself.*

This time, Nada added that this training, besides being helpful in teaching and developing teachers, is also enjoyable for teachers. She then gave an example of a training session she has attended about how to teach low-level students, which she found beneficial, and explained how it made her feel:

> *First of all, I felt embarrassed by the fact that I hated teaching these students. Because I knew that some teachers actually preferred weaker students. So, I was feeling bad about myself, and this is one of the courses that I attended. I was so eager to attend, and I really wanted to attend because I was trying to know what it is that makes, for example, Arwa loves repeaters… So it was some sort of, you know, it made me feel okay.*

Nada was experiencing a feeling of embarrassment and guilt that she did not like to teach weak students, which made her attend the training. Her eagerness to attend is not only to learn but also to understand how other teachers cope with this type of classroom and enjoy teaching these students. There's a link here that the teacher acknowledges the emotions and enjoyment of others and seeks to explore this, perhaps seeing a deficit in herself and her

negative feelings. That is, she is positioning herself in relation to others and is exploring ways to converge or create greater adequation where there is a difference. Also, although participants in this context referred to seeking PD training when facing an obstacle or a challenge in their classrooms, as will be explained later, PD was not always seen as applicable to the classroom.

Nada then explained how she felt when she applied jigsaw training in her classroom successfully:

> *It made me feel empowered…it made me feel as a part of a team. I was happy to see my students participating or learning something new and liked how their eyes were lightening when they were enjoying the game…what I mean by empowered is that I had freedom, I had the ability to do things that I saw how my students' engaged right away, something with an immediate effect, something that brightened my students' eyes, and kind we both enjoyed doing and led to a result, an immediate result and something that I actually did and something that I learned and was able to apply, the freedom to apply something gave me some empowerment.*

The dominant feeling when applying training with a positive outcome in teaching is empowerment. The teacher felt power as a teacher who has the freedom to apply training in her classroom. This feeling of empowerment, which the teacher links to freedom, may have occurred because the teacher was able to relate to her students and manage her classroom in new ways. Also, the teacher's ability to set new ideas and new teaching methods in such a top-down context gave her this feeling of freedom and empowerment. Another important feeling here is the feeling of belonging, which Nada expressed by the phrase *"part of a team",* which shows that applying a technique that is presented by the ELI to many teachers, and learning and finding new ways to be empowered with other teachers who share the same context gives a feeling that she belongs to this place and could relate to these teachers. Another reason may be that when PD provides training that is applicable to these teachers' classrooms and links to their context, it gives teachers a sense that they are part of this system that understands their classrooms and their students. Nada also explained how her students engaged and benefited from the game and how that gave her a feeling of joy in her classroom.

Mayar agrees with Shams and Nada in their opinion about PD; she mentioned she *"attended some beneficial trainings",* and then she gave examples of two trainings that she found beneficial in her teaching:

> *The flipped classes training was beneficial…I can remember when I had a course about an application that can help in teaching; although I went to the training, totally convinced that I had my Blackboard, which is equipped for teaching, for online teaching, I applied it and worked on it. I found that application amazing, and it has an amazing impact on my students, so I use it with all the skills, writing, vocab, especially vocab, it was really great.*

This training was found to be beneficial to Mayar in her teaching. It's interesting how she admits that although she was against the second training because she was comfortable using Blackboard, which she felt was enough at the time, she then found the application presented by PD to be helpful in her teaching and beneficial for her students.

Mayar's emotions when applying training successfully differed from the other teachers. Her first comment was: *"I felt so enthusiastic during the class itself, how can I say? and I felt that it's doable; I really enjoyed the idea that I can learn things, or I can consider things that directly affect my class".* So, learning from PD and applying it in her classroom motivated her to try new ideas to achieve goals with a feeling of joy.

She continued saying: *"I was surprised that the training filled a need in me that I didn't even know existed; I didn't know that I needed to be closer to my students, and that's why I was really happy with it".* It is interesting that when the teacher learnt about an area she lacked in her teaching that was presented in PD, her reaction to it was surprise. This may be because this teacher does not generally believe that PD in the ELI is applicable to her, which is discussed later, and therefore, finding something important to her classroom surprised her. Mayar concluded by saying: *"I think this gives me a lesson, psychological lesson, that I shouldn't quit things before I tried",* indicating that she changed her attitude towards PD and is more receptive to developing knowledge through PD before dismissing it.

Rana also gave an example of training she has attended and found to be very practical and informative:

I felt that I benefited from the Train the Trainer workshop. Definitely, my teaching changed, and I gained a strong training with a certificate from Cambridge.

Rana explained how the training benefited her and how her teaching changed because of PD. Also, the value she placed on the certificate from Cambridge suggests the importance of authentication in this context where certifications are valued and affect teacher's yearly evaluations. Rana then explained her feelings when attending training that is beneficial and applicable to the context:

I felt proud and happy because I always like to learn…There is a lot to learn. I still have so much to learn; no matter where you go, and what you get, what you study, how many degrees you have, you still have so much to learn to teach students. The way I think about it, my learning, my own studying happened at a period of time, it's actually stuck in that period, so I have to keep learning in order to actually keep teaching because the students actually are changing, so we can't just stop at where we have been in that point, we have to keep growing…as I said, I don't like to stop at a certain point; there is always something to learn.

Rana's first emotion is feeling proud that she is learning something new. This feeling of pride may be because the teacher sees learning as a continuous process in her trajectory as a teacher, which makes her proud of herself that she is developing and learning as a teacher. She may also be proud of the ELI, her workplace, for providing a beneficial workshop that developed her as a teacher. This shows Rana's view of her identity as a teacher, and no matter how much knowledge she had in her past, a teacher should always be learning to keep teaching. Also, Rana's point that students are constantly changing shows her reason behind seeing learning as a continuous process in her teaching trajectory. She relates changing students to the need for evolving teachers and teaching practice, which, in turn, links to changing knowledge, which is accompanied by a need to engage in PD. So, this need for PD, for Rana, is based on the relationship between students and teachers, and the nature of how students continually change beyond the influence of their teachers. Rana then gave an example of training that she applied in her classroom and was successful with her students:

I really enjoyed it; I felt that I benefited because it taught me how to communicate better with the students…I felt that my students got the information and understood the lesson and could pass the exam.

Rana explained that when PD is applicable, she enjoys applying it in her classroom and that it gives her a feeling of development for both herself and her students. She also stated that, in some cases, she was not able to apply PD at the time, but later, when she needed to use it, it made her feel relieved:

> *I felt relieved that I didn't have to learn this from scratch. I didn't have to be put on the spot; I have to do something I don't know how to do, so at least I had the background knowledge, and I only needed to apply it at that point.*

So, according to Rana's experience, she came to believe that, in some cases, PD is not beneficial at that specific time, but she will need it at a certain point, which, in her experience, gave her a sense of relief. Different positioning was observed here between Rana and Shams; while Shams positioned immediacy and urgency of training when she needed the Blackboard training to teach online, Rana did not think of immediacy and urgency but rather was happy to apply what she learnt in her longer-term future.

Sura also gave examples of good training she has attended, one of which was about implementing games, such as via Kahoot:

> *I was so impressed, and students were engaged in the classroom, and they find it a really fun way of learning because I can practice quizzes and review vocab and grammar…it was really fun and honestly out of the box.*

Sura's expression *"honestly out of the box"* shows her view of the training as new and something she did not know about, which makes it informative and beneficial. Sura continued saying:

> *The students learnt, and I really enjoyed it; I felt a triumph that I did something different, something creative, and the students benefited from that they enjoyed it and learnt new vocabulary easily; learning through fun is really important to me.*

Sura's choice of the word "triumph" shows the level of joy and feeling of success she experienced when she applied training and was successful with her students. Her happiness is not only due to students learning and the success of the training but also mainly because she felt that she was creative and that she was able to teach through fun, which seems to be an essential element of successful teaching. The idea of fun in learning is stressed by Sura and

Mayar later on; this may show how these teachers want to be seen by students and how their practice is identified (learning through fun). It also indicates the teacher's belief in the value of teaching through fun and games, which may be done in other contexts or presented by educational movements, and therefore, it is how they want to be teaching.

As shown in the data, all six teachers expressed that PD in the ELI is informative and is something from which they have benefited. They also mentioned that it aligns with new trends in the field and affected their teaching to differing extents and in various ways. Different emotions were aroused when applying training that is beneficial and applicable to their classrooms, such as joy, pride, relief, belonging, empowerment, freedom, and happiness.

However, although all teachers' views described so far were broadly positive about the training they had received, they also had several criticisms. Teachers expressed that they were not pleased with the PD for various reasons. For example, Shams said that one of the training sessions was not informative because the trainer did not explain how to apply the techniques she presented: *"I didn't grasp anything. So, what did I benefit from? Where are the ways? Where are the actual ways?"* And therefore, she felt that it was *"misleading"* rather than beneficial.

Nada mentioned that sometimes she attends training that is not well prepared:

> *I don't want to say all the time, but a few times, the content is carelessly prepared. There isn't enough preparation for the workshop. I have a couple of people in mind; it's not all of them…some of the techniques they present, especially in terms of teaching writing, are not that helpful.*

Nada confirmed that she is aware of only a few workshops and a couple of presenters where the training was not beneficial because they were not well prepared or because of the techniques presented.

Najwan has almost the same perspective as the other teachers:

> *Once I was invited to a workshop, and it was as if the presenter read the topic online in a blog or something and put it on slides and presented it, so I could easily have looked it up in Google, and it is there…for example, the difficulties in learning workshop, one trainer presenter it, I swear to God, Hadeel, I got angry and left the training.*

Najwan explained that in only some incidents, PD was not adequately prepared, and she believes that it is the presenter's responsibility when this happens. The way she emphasised her feelings of anger and her reaction of leaving the room may be because she thinks it is a waste of her time and effort. Her status as a PhD holder and a head of the higher education unit lends itself to her thinking that the training she attends should be well prepared and sufficiently advanced.

It is essential to observe that all teachers agree that PD in the ELI is, in general, advanced, beneficial, informative, and updated. There are some cases in which participants felt they did not benefit from PD and/or thought it needed to be better prepared. This presents a broad picture of perceptions of the quality and potential value of PD at the ELI. Still, this picture becomes more complicated when considered alongside the applicability of PD to participants' teaching contexts. This is where knowledge, learning, and institutional practice intersect with the realities of the people and processes involved, as is discussed below in the next sub-theme.

4.3.2 Perspectives on the Applicability of PD and its Relation to Context

In this section, I will discuss the second sub-theme, teachers' views and perceptions about the applicability of PD and its relation to the context. Although there are examples of participants applying PD themes to their classes, in general, PD in the ELI was found to be not applicable to teachers' classrooms. Five of the six teachers agreed that PD is irrelevant to the context because it is not related to the culture, policies of the ELI, curriculum, or pacing guide. As explained earlier in the context (section 1.4.3), the pacing guide is a resource provided to faculty members by the Curriculum and Testing Unit (CTU) for each course. These guides detail which textbook units and language items are to be presented and practised during specified timeframes with day-to-day lesson plans that teachers should follow. CTU continuously monitors teachers' following of pacing guides, and students are assessed based on these materials.

Data also show that the ELI demonstrates high-quality, up-to-date PD but limits its applicability with a heavily top-down controlled curriculum. Time restriction was a shared theme among most teachers for the inapplicability of the PD training. Also, despite the feeling of empowerment and freedom that was experienced by Nada in the previous section when applying PD, a lack of freedom was mentioned by one of the teachers as the reason for not being able to apply PD in her classroom. Only one teacher believed that PD is related to the

context but is not beneficial to herself as an experienced teacher and that not applying it due to policies does not mean it is inapplicable to the context. Teachers also expressed different emotions that arose when attending or failing to use unrelated training. These emotions include frustration and anger around a lack of freedom, power, control, and autonomy. Teachers also described how attending these training sessions affects the ways they view themselves as teachers in different ways.

Interestingly, although Shams expressed generally positive views about the PD provided by the ELI, she was markedly less optimistic about its applicability to her classroom context. For example, she stated that: *"most of the time it doesn't apply",* and then she elaborated, saying:

> *The PD is nice and interesting. You take a certificate, but it can't be applied to your classroom, so when I come and tell you how to communicate with students through the application of telegram, this is not applicable because the policy in KAU is to only communicate with students via my KAU website, or for example how to use different types of teaching in the classroom, but we don't have the time to have different types of teaching in the classroom.*

So, despite the optimistic view of PD expressed by Shams and other teachers in the previous section, Shams explained that PD is inapplicable to their classrooms and context. She continued by giving other reasons why PD is not applicable, such as her statement *that "It doesn't match the culture we live in, guys"* or the point that *"To be honest, it has nothing to do with the pacing guide and the curriculum and policies".* Shams's answer illustrates no relation between PD and the context of the ELI.

For Shams, attending PD and discovering that it is not applicable cause different feelings: *"It makes me feel why the waste of my time honestly, I could invest it in something else. You feel it's your fault; you shouldn't have done so".* So time, which has always been important to teachers in this study, is the first thing Shams thought of when attending PD that cannot be applied in her classroom. It should be noted here that Shams mentioned the feeling of relief when applying training successfully because time and effort were not wasted. She also blamed herself for the choice of PD she had made, as if it was her fault, which is related to what Najwan experienced when she was proud of her right choice of PD. So, I can say that the autonomy given to teachers in choosing their PD training may result in pride or blame for a right or wrong choice of training respectively.

Shams also expressed how she feels when she tries training but it does not work with her students:

> *I got upset…Why can't I apply it as we did in the training course? Why did I take the training in the first place? Why didn't the students benefit from it? Maybe it's my problem? What am I doing wrong? I applied it exactly as I was told; why is the outcome below the average I want? At some point I felt I didn't know how to deliver information to my students as a teacher…I blamed myself; it doesn't feel nice.*

It is obvious how the teacher put all the fault of this experience on herself. The fact that the training that she learnt in PD did not apply to her classroom or was not successful with her students led her to blame herself as a teacher, which impacted her identity as a teacher. She continued saying how she did change and what she learnt from this experience:

> *I learned from this experience that it is okay to go through trial and error, but at the same time, don't overdo it; you saw it didn't work the first time, it means it is not applicable, don't stick to whatever is given in the training.*

This comment contradicts what Shams said earlier about blaming herself for choosing training that does not apply to her classroom. So, although she blamed herself for the failure of the training earlier, she later decided not to accept the training as it was and to determine whether it was suitable for her classroom or not, which is a change in both her teaching practice and her identity as a teacher. This shows a noticeable change in this teacher's trajectory to a position of non-investment in the PD.

Nada agrees with Shams that PD in the ELI is not applicable to the context; she explained saying:

> *And then you read the title, okay, this is a fancy title, and we love the title, but then, do we actually need it in the context of our teaching? It's good to have these skills, the set of skills that you are proposing in the professional development department or team. But then we actually can't use these skills, like, for example, using jigsaw in teaching, Jigsaw in teaching reading, when you have a very specific pacing guide, a number of pages that you need to finish, and you have reading, and you have varying levels in the classroom itself, will you be able to apply these fancy techniques within the framework you have? I think it's not doable. And I think we do these things in the professional*

development simply because we want to tick the boxes and say, yeah, we organise these fancy workshops with these fancy titles.

Although Nada gave examples of trainings that benefited both herself and her students earlier, she later presented a different position towards PD, stating that many trainings provided by PD are not applicable in her classroom. Nada explained, giving an example of the Jigsaw training, that applying these trainings in classrooms is not an option because of the policies of the ELI, such as time, pacing guides, and the curriculum. She also believes that the PD department is aware of this, but they are obliged to follow an even higher authority to tick the boxes, as she said. Nada gave another example of flipped classroom training, saying: *"If I told the students to study the book and a video, and we will only practice it tomorrow, I will be fired, so it's not that I can't apply it; I am not allowed to".* In this example, she explained that she is not allowed to ask her students to study the lesson on their own before the class because she must teach the task before she practices it with them. The phrase *"I am not allowed to"* and how she exaggerated the statement *"I will be fired"* indicate how policies and rules are expected to be followed in the ELI and how little freedom and autonomy is given to teachers, which is explained in the following extract:

They are amazing in an ideal world, but they cannot be fitted within our classroom context…I think the professional development provided by the KAU and the largest different departments within the KAU and ELI itself is very good and can transform teaching practices...But to be able to apply what you learn, you need the freedom of lesson planning, the freedom of choosing material, need the freedom of writing assessments, and all learning activities, so yeah, without this freedom, things won't be as romantic as we want them to be.

Nada stated how PD in the ELI is very informative and how it can benefit teaching practices, but she immediately explained how, without freedom, it can't be applied in this context. Lack of freedom and autonomy is evident in her voice, and how, without freedom, teaching will not be as presented within PD, which she explained by saying*: "Without this freedom, things won't be as romantic as we want them to be".* The word *"romantic"* is a metaphor that illustrate juxtaposition between an ideal situation, which from her point of view has freedom, and the reality of this context.

Nada was one of the teachers who expressed various feelings regarding attending PD that can't be applied in her classroom. She started by saying:

> *So it was frustrating for me to know that the state-of-the-art kind of level, that this whole world of ELT and TESOL has, has reached to a level that we cannot have the freedom to experiment with our students simply because of the fact that we have things dictated to us. It's a frustration in terms of the fact that there are some sort of practices that we know exist, practices that can be described as the ideal or best practices in our field. But then, we don't have the freedom to apply those practices in our own teaching practices. So, the fact that it's a frustration? Absolutely, and it made me feel less of a good teacher, less of a competent teacher myself.*

So, for Nada, knowing that she is not teaching in the most updated way, as presented by different education organisations, makes her frustrated and affects how she looks at herself as a teacher. The phrase *"less of a good teacher, less of a competent teacher"* describes how Nada's view of a good teacher is a teacher who applies new knowledge and teaching practices. Therefore, it affects the way she views herself, which affects her teacher identity. Nada continued by saying:

> *It made me feel like there is room for improvement because I try to improve myself as a teacher, but there are better things to do in our classes; there are better things we can teach our students English, but we are not able to simply because things are implied and are dictated but then it's a dilemma, being part of the curriculum and testing unit there is no way we could achieve uniformity, achieve fairness without having this unified system, this is the best situation.*

Here, Nada explained that attending PD motivates her to change and develop, which she can't do because of the number of policies and regulations she must follow. Then Nada explained a dilemma that reveals a lot about her identity as a teacher and a person who holds an administrative position in the ELI. Nada, who is a member of the curriculum and testing unit, sees that having a unified system is the best situation for the students in the ELI, but also understands that this system, with its regulations and top-down policies, is what causes all the feelings of frustration and powerlessness, which she explained further in the following extract:

So yeah, it makes me feel powerless, it makes me feel that it's ridiculous to attend, it's pointless to attend this professional development opportunity offered by the team, and it makes me feel powerless, yes powerless, that these can be some sort of a waste of time.

Nada stressed the powerlessness she feels when she cannot apply the best teaching practices she is exposed to in PD. This powerlessness and lack of autonomy seem to affect her teacher identity and make her feel that it is pointless and a waste of time to keep attending PD. These feelings toward inapplicable PD seem to lead the teacher toward a position of non-investment in PD.

Nada continued explaining how attending PD that she can't apply affects her teacher identity:

It makes you feel that you are not exactly the best teacher, you are not doing the best practices in the field, you are not following the findings of the research of those who did the work like big schools like IH London like British council, all the people who are doing actual ELT research, so these schools kind of spend money, time, spend resources to do research and to reach the best ways of teaching, so the point is that we ignore research, we are not able to apply it, this is what makes me feel bad, the fact that we can't apply the findings of the research that is done worldwide in our classes.

Nada concluded by expressing that she is aware of new trends in teaching practices worldwide and that being unable to apply these in her classroom gives her a feeling that she is not the best teacher. So, the sense of powerlessness and the fact that she is not teaching in the way presented in PD affects her view of herself and how she sees herself as a teacher. Nada here is positioning herself in relation to a broader community of 'actual research' and dominant institutions from the UK and shows what she values in it. Her description seems passive in describing these schools as the *"best practice",* which seems like a generalisation, without explaining why it is the best practice and if it is really the best practice for her students.

Mayar also believes that although the content of the PD training is very informative and beneficial, it is still not applicable to the context and is not related to it:

I once had a training about how to encourage your students to speak in the class to relieve their anxiety; it was about a mix of small presentations by each student; what happened is that it was not applicable at all. Why? Because I don't have the luxury of

time, I have a pacing guide, I have certain things I have to finish every day, and I can't give presentations for forty students to encourage them to speak for the rest of the module. This is not applicable; I didn't even try to do it; I won't be able to, especially with pacing guides, rules, and curriculum.

Again, the restriction of time, rules, pacing guide, and curriculum is the reason behind not applying and even not being able to use what is presented in PD. It is noted here how Mayar referred to time, as other teachers do, as a luxury, which shows how important it is for these teachers in this context. Mayar then gave another example of a training about assessment:

Also, sometimes they make a kind of training about the assessment; when I see the word assessment in the email, I immediately delete it or archive it; why do you give me a kind of training about the assessment since as a teacher I don't even know the questions of the exam. Sorry, but this is nonsense and a waste of time.

Trainings about assessments are not applicable to this context because teachers do not write their own exams, which is discussed in the next theme. Mayar believes that it is a waste of time to take any training, especially assessment, if she can't write exams or do any assessment for her students. Therefore, she does not attend these trainings, and as she mentioned, she deletes the emails of invitations, which shows a kind of resentment and rejection of the whole idea of attending an inapplicable training. There is an obvious position for Mayar and other participants against training that does not apply to their context, and they expressed how they believe it is a waste of time and effort instead of viewing it as a chance to expand their knowledge. For example, Mayar could have thought that taking a training session about assessment may give her an opportunity to work one day in the assessment unit, which would provide her with a role to be responsible for assessment. This position against training that is not applied in their context may be because these teachers are frustrated that the context they are in is so controlled, and the lack of autonomy is the reason they cannot apply these ideas.

Mayar then explained how attending such training affects her as a teacher: *"As I am a positive person in general, I hate to deal with it negatively".* Initiating her speech by describing herself as a positive person shows that the teacher wants to express her negative view and attitude towards PD but, at the same time, does not want to be judged as a complainer or a negative person. This may also show how, in this culture, opposing or criticising is regarded as

negativity and complaints more than as engagement with development and improvement. She then continued saying:

> *Do you know the teacher in a public school? Unfortunately, she is better than me in many ways; she can assess her students in a better way than me, which is something I already know, so when he starts saying things that I can't control, and he himself is smiling, I leave the training, and when I leave, I leave totally convinced and confident of my decision, I mean that he is talking about something he himself knows that the teacher in ELI can't do, it's not under her umbrella in the class, so he is talking about something I can benefit from if I go and teach in another university, that is how strange it is.*

Mayar's response shows to what extent attending a training session that she cannot apply affects her identity as a teacher. She compared herself to a teacher in a public school; it has to be noted here that policies and regulations control public schools in Saudi, and teachers there are recognised as lacking control and autonomy. So Mayar did not only compare herself to a teacher in a public school; she believes that this teacher has more freedom and autonomy over her classroom than herself. This comparison is a way to show how Mayar positions herself in this context as a teacher who lacks control and autonomy. She also explained how people who work in PD know that most of the time what they present is not applicable and that the only way to apply it is by teaching in a different place, which she considers very strange because it seems as if they are developing her to help her find another job. She then explained that when she attends a training she can't apply in her classroom, she leaves the training immediately.

Finally, Mayar showed that leaving the training is the right decision and does not cause her any feelings or regrets: *"When I attend such a training, I tell myself I made a mistake in choosing the training, I made a mistake, why did I make a mistake? I say it with a laugh with no blame or regret".* This positioning of self towards inapplicable training and how the teacher rejects the training confidently shows a degree of autonomy and decision-making in this context.

Sura gave an example of a Kahoot training that she attended and found inapplicable:

They are useful in the classroom, and it is a way to revise the vocab and the grammar, but the problem is that I can't do it all the time because I have the pacing guide that I have to follow, and it is a module system, so with the breaks, the KAU exams, the long weekends, so the idea of fun in learning is not easy because I want to finish the curriculum. So the application is not easy because of time constraints.

Sura agrees that using Kahoot in teaching is helpful to her students and her teaching. She immediately explained that applying these trainings is complex because a fixed curriculum, a pacing guide, and time constraints restrict her. Sura also talked about the assessment training that Mayar referred to earlier:

It won't benefit me because I am not involved in the exam unit; I won't write a quiz or be asked to write any assessment for my class because everything is ready-made for us, so on what basis do they give me a workshop about the assessment if I am not going to do all of that, it is useless for me.

It is interesting how teachers reject any PD that can't be applied in their context, especially PD about assessment, without considering that it may help and promote their teaching. Sura's response about assessment PD workshops may be because these workshops remind her that she has no control over her students' assessment, which will also be discussed later, reminding her of her lack of control and autonomy. She believes that this workshop is useless and does not understand why the ELI would provide such a training for the teachers.

Sura concluded by giving her view of the trainings in the ELI:

You feel that it is very ideal what you are talking about, sometimes it is very difficult for us, they should be more realistic; I swear they are excellent trainings and introduce us to excellent techniques, but to be honest, if I apply them when do I finish the curriculum?

So again, Sura confirmed the quality of the trainings, but like Nada, she does not see them as realistic and applicable in this context. Her main reason is the curriculum that she is required to finish. It must be noted here that the importance of covering the whole curriculum lies not only behind the policy relating to it but also because of the unified exams that teachers have no control or influence over.

Sura was one of the teachers who was also frustrated when applying new strategies that she learnt in PD and failed. She explained: *"I was really frustrated it didn't work; I felt it was useless to apply anything with the students. I just need to teach, and that's it".* So Sura felt frustrated that the training did not work. Also, although later in the data Sura showed motivation to learn and apply new knowledge in her classroom, it seems here that the experience made her feel demotivated to try new ideas in the future, which affects her identity as a teacher to keep trying new strategies and techniques with her students.

Najwan believes that there is no relation between PD and the classroom context:

> *I don't see there is a relationship, there is zero relationship, there is no relationship, to be honest. I am trying to find a connection, but I can't; I want to, but I can't. The more I think about it now, when I'm talking to you, I don't think I can have a strait forward relationship between professional development and teaching in my experiences in teaching.*

In most other interview data, Najwan was one of the teachers who had no problem with the policies, especially assessment, where everyone else disagreed (discussed further below). Her response shows how she is trying to find a way to connect PD with the context, but she fails. This struggle and the phrase *"I want, but I can't"* illustrates that Najwan does not want to disagree or criticise, which is the case with other themes where Najwan agrees with most of the policies and regulations, which shows how her teacher identity as accepting of policies and rules that are dictated by higher authority. Also, Najwan was one of the teachers who explained how she attends PD for important reasons such as validation of knowledge and future application, which will be presented later. Yet, she described how angry she feels when she attends a training that is not beneficial in her context:

> *I swear, Hadeel, I got angry and left; I got angry because she wasted my time; I came in with high expectations; I was completely disappointed when I went in and I discovered it's useless. Honestly, I get really angry with myself, but angrier towards the people who organised it, especially if I am excited about it as if they have tricked me.*

Besides wasting time, an idea most teachers referred to, she feels angry that she was tricked into attending. Her anger is not only towards the people who organised the training but also

towards herself for choosing it. Then Najwan explained an interesting cycle that she goes through in relation to PD:

> *I feel guilty when the students don't do well; you are always going to feel that you are responsible, you feel guilty, there is something wrong with me as a teacher, so I seek professional development, then PD doesn't help me, it doesn't provide me with what I want, ok maybe it's me? And the circle keeps going.*

So, feeling guilty is the primary motivator for seeking PD. The teacher seeks PD that does not apply to her classroom, which, as she said earlier, bothers her and makes her angry, which leads to the feeling of self-blame and low confidence, accompanied by the idea that maybe she is the reason behind this failure. This leads her back to the beginning of the cycle and starts all over again.

Rana had a different opinion than the rest of the teachers, which she explained in the following extract:

> *I would say that PD is connected to the teachers' needs; it covers teachers' needs; I am not the person who would benefit from these workshops; I am not their target; it covers the needs of new teachers and the students' needs.*

Rana's perception of PD differs from the five other participants in two respects. Unlike the other teachers, she believes that PD in the ELI is related to the context, but, at the same time, it is only beneficial for new teachers and not herself. Relationality is clear in Rana's quote, where she sees herself as different from other teachers based on her perceived experience and expertise, which will be discussed in a later theme. Regarding assessment training, she explained that *"What they present is very nice and important",* but at the same time, she sees herself as unable to apply it: *"The problem is that as a teacher in ELI, I will not be able to apply it because as a teacher, I will take what ELI wants and give it to the students; I don't have the ability to design the exam questions".* Although Rana expressed that she cannot apply what she was taught in the assessment training, unlike other teachers, that does not make her question the applicability of the trainings in general. Although Rana seems to agree with the system, the passive way she said she cannot apply what was presented shows her lack of control and freedom in this context. When Rana expressed her feelings when attending PD that can't be applied, she was one of the teachers who also referred to time: *"My problem is*

that when I take a workshop, and I don't like it, I feel a little bit down because I wasted my time". So, as we mentioned, Rana was one of the teachers who repeatedly referred to the importance of time in her life, and therefore, the first thing she thought of when attending PD that she didn't like was wasting her time, which made her feel down. The choice of wording *"I don't like it"* may be because Rana earlier said that PD in the ELI is related to teachers' needs and therefore said that she didn't like it instead of saying that it is inapplicable to the context. Another reason may be that, in this context, inapplicable PD is not liked nor accepted by teachers.

She continued by saying: *"The information is excellent and important, but the problem is that as a teacher in ELI, I will not be able to apply it because I consider myself as a link between what the ELI wants and the students".* This extract shows how Rana sees herself as a teacher. She explained how she looks at herself as a link, a mediator between the ELI and the students, which she described in a way that does not reflect any positive or negative connotations. Another critical point here in relation to a teacher's identity is positionality. The position *"teacher as a link"* shows the teacher's relationship to the context and English; this relationship is presented as superficial and lacks input, interference, and decision-making. She then added: *"As I said, my initial reaction will be to feel like I wasted my time, but as I said, later on, maybe like a year later, I actually get to use the skill or the software to design my exams for any other program".* Here, Rana shows that although she believes that it is a waste of her time to attend these workshops, she realises that one day she may use them in other contexts that she may teach in.

The data presented shows that five of the six teachers agreed that PD is not applicable to their classrooms and context and that there is no relation between them. As we mentioned earlier, one teacher only believed that not being able to apply PD in this context is not an indication of its inapplicability. These experiences and views caused different emotions to arise, such as frustration and anger with a lack of freedom, power, control, and autonomy, which describes how these teachers position themselves as teachers and how their identity as teachers is affected.

It is interesting that these teachers still attend PD and still try to apply what they learn in their classrooms. In the following sections, I will discuss teachers' reasons and motivators for attending PD and how that changed their teaching practice in relation to PD.

4.3.3 Reasons and Motivators for Attending PD

It is interesting that although most teachers believe that PD does not apply to their classrooms, they still attend it and have different reasons and motivators for attending. Teachers gave discrete reasons and motivators for attending PD, which I analyse in the following section. Some of these reasons were related to the institutional environment, such as certificates and PD attendance being a factor in appraisals. As mentioned earlier, certificates are given when attending PD, and teachers are required to attend eight PD courses to get a high evaluation at the end of the academic year, so we can say that PD certification legitimises an identity as a good teacher in the ELI.

Other reasons were related to the classroom, such as developing teaching practices, facing challenges, and students passing the course. Causes for attending were also associated with the teacher, with associations ranging between feelings of guilt, a desire to be humble, interest in the topic, a pursuit of validation, and a motivation to develop skills and knowledge for possible future applications in other contexts.

Shams explained that she attends PD because it develops her, which develops her students: *"I want to develop myself to develop others".* She also said that she seeks PD when she struggles in teaching, especially when teaching students who failed previously and are repeating the course. The fact that exams are an essential element in this context in which teachers are not involved is prominent in the data, and is discussed in the following theme. Also, this context is an exam-oriented one, where grades determine students' choice of major and future trajectories. In cases where students do not pass the English courses a certain number of times, they will get expelled from the university. In the following quote, Shams illustrated that she attends professional development for solutions and techniques when facing difficulties and challenges, especially with students who repeated the course:

> *I was teaching arts at that time, and I felt that I needed something to develop me as a teacher in writing. I used to struggle with the girls; they were repeaters for the second time and below the expected level, so it was very challenging. And this was their last chance. If they don't pass, they will be expelled. I was very worried about them, so I took the training about writing styles.*

Shams's extract illustrates how her empathy and fears for her students not passing the exam and being expelled from the university were key motivations for her seeking PD. This shows how the importance of English and passing the course in this context influences teachers' actions, perceptions, and sense of self. There is a relationship between teachers' perceptions, teacher identity, and environmental factors, which is the key to understanding teachers' relationship with PD in this study.

Nada shared several motivators for attending PD in the ELI. Her first reason was the end-of-year evaluation, which is affected by the number of trainings attended by the teacher:

> *The fact that we have rubrics for professional development, we have a number that we need, like a minimum number of training sessions to attend to get some sort of a fair assessment evaluation at the end of the year. So people will attend these, so don't be fooled by the number of people attending only sometimes they do it out of interest.*

Besides attending PD for end-of-year evaluation, which in the ELI legitimises an identity as a good teacher, Nada explained the importance of the certificates given by the PD unit after attending every session:

> *But then we receive certificates; certificates do happen to be assets that we can take and use sometime in the future; we are given certificates signed and stamped by the university and ELI, so having these certificates is a great thing to have, you know. So if you can think of it as the fact that accumulating, collecting these certificates and one day, even if this context doesn't work, I might be able to put these certificates to use if I'm ever hired by another institute if I ever moved places if I'm applying for a scholarship or applying to anything. So it's not totally a waste.*

Nada explained thoroughly the importance of certificates for her future, which shows the importance of certification in legitimisation, even extending to contexts that she may experience in her future. This shows how she accepts the possibility of being in another institution in the future and how these certificates will be an asset for that transition. At the same time, saying that attending these training sessions is not a total waste shows how she believes that, in this context, attending PD is not directly beneficial in the present, which was discussed earlier in this chapter in relation to Rana. Nada then moved to an important reason for attending PD, which is the knowledge presented:

They encapsulate the knowledge and give it to you, they do their research, and you just go sit and just enjoy being a student so that you can learn. Sometimes, some of these courses keep your mind and horizon open, keep you in the students' seat of the classroom, which is a good thing to keep learning, you know, to humble you.

Nada explained how attending PD training enhances her knowledge and how she thinks that the people in PD are researching the field to provide knowledge to teachers. She also expressed how feeling like a student humbles her, which she described as an essential feeling to experience as a teacher. The word *"humbles"* illustrates how this experienced teacher, who holds a PhD, studied abroad, and has many certificates from different places in the world, still believes that, as a teacher, learning and being a student is part of a teacher identity no matter what the context is, or whether she can apply the knowledge or not. Also, positionality and rationality are seen in relation to the teacher's empathy. The teacher positions herself as a student to relate to these students; that is, she feels that understanding her students is essential in communicating with them effectively as a teacher, and she emphasises feeling like them (not knowing about them but experiencing classrooms in the way they do).

Sura believes that most teachers attend just for the evaluation. She explained that teachers are only concerned with their end-of-year evaluation and getting a certificate:

People attend for the evaluation, they say that they don't attend for the benefit, I don't care about the evaluation, but others do especially who don't have PhDs, I mean the lecturers, for them evaluation is a big thing especially if they can't travel to continue their education. They also attend for the certificate to put in their CVs…For me, I don't care about these concerns; I either attend and develop myself, or if the topic doesn't interest me, I don't attend, but I don't attend because I am scared or worried about the evaluation…this makes ELI seem very dictator.

She continued stating that this is not the case for her and that she either attends to develop herself or not attend at all. This may be because she is a PhD holder, which puts her at low risk of losing her job if her evaluation is affected. This also indicates how the teacher positions herself in relation to other teachers in the context using the word *"others"*, which shows a different positioning of self in relation to others, which she justifies by the level of education. There is a level of false adequation; she gives the impression that she is similar to other teachers, but her statement shows distinction rather than adequation in how she

differentiated her motive to attend from others. She ended her statement by expressing that forcing teachers to attend PD by connecting it to their evaluation makes the ELI seem like a dictator, which is a metaphor that shows how she sees the role of the institution in her context and her feeling of being controlled and lacking freedom and autonomy in this context.

Rana agrees with Sura that most teachers attend PD for a better end-of-year evaluation. She explained saying:

> *At the end of the year, it is required from me as a teacher to attend a certain amount of development trainings for my evaluation. Most teachers attend PD to cover the needed points for their evaluation; for me, I don't have the time, and honestly, not the interest to attend PD for that purpose; rather, I am very selective in the trainings that I attend, it has to have a value, it has to be very related to my interests.*

Although teachers attend for their evaluation, Rana only attends if the training interests her. This seems to be for two reasons. The first is that, as Rana explained later, she is busy with her administrative work and her new baby, which makes time a vital asset for her. Motherhood is found to be an interesting theme for Rana and Nada, which will be discussed repeatedly later in their views and perception of assessments and the context in general. Secondly, as Sura explained, PhD holders are more secure in their jobs, and evaluations do not affect them as much as other teachers with only Bachelor's and Master's. Therefore, they do not need to legitimise their identity as good teachers in front of higher authorities. So again, positioning of self in relation to others according to the education level is present in Rana's voice.

Mayar did not refer to the evaluation in her interview; her main reason for attending PD is to seek help when facing a problem in her classroom:

> *But I remember that I attended a session because I wanted to use the technique presented in it, to use it in a way or other in teaching vocab, because you know we are facing problems; for me, I try to collect as many techniques as I can for teaching those students.*

So, seeking PD for Mayar is to find solutions for any challenges she faces in her classroom. She only attends for the sake of her students and not her CV or evaluation, which is apparent when she added: *"So, I am not gonna attend whatever training that isn't applicable for the students".* Interestingly, she considers her students as being the centre of whether a training

is useful or relevant or not, which shows empathy and understanding. On the other hand, as an English teacher, especially a university teacher, in terms of trajectory, career, and wider contribution to colleagues, it could also be seen as pragmatic only for the act of teaching and quite limiting in terms of gaining skills and knowledge beyond the classroom. Closeness and prioritisation of students are essential elements of being a teacher. However, rejecting knowledge and skills development that extends beyond that is also quite limiting, so it could be seen as both a self-aware teacher identity and a self-limiting one.

It must be noted here that Nada, Rana, and Sura are PhD holders, so evaluation (legitimisation) does not affect them as much, and they are the ones who mentioned PD as an essential reason for other teachers who don't hold the same qualifications. On the other hand, Mayar and Shams, who are not PhD holders, which makes their evaluation more important than the other teachers, did not think of evaluation as a reason for attending; instead, their reasons for attending were only for the benefit of their students and not their evaluation. This may show how these teachers position themselves and each other in this context, and the way they view themselves as good teachers is through their students' success and development and not their development or institutional evaluations.

Najwan has a different motivator for attending PD; she referred to a training session that she had attended about special learning needs and how, when she benefited from that training in her classroom, *"it literally changed me completely".* She then stated that *"I started looking for similar things"* as she pursued further engagement with PD. So, attending training that is applicable and beneficial, which, as explained earlier, is not always the case in this context, is what motivated Najwan to attend other trainings. Najwan gave different reasons for attending PD, which were not found with other teachers: feelings of guilt and validation. Najwan explained that when students do not do well in the course, they tend to blame the teacher: *"The student would come and say the teacher failed me",* which makes her feel guilty and therefore seek PD: *"You are always going to feel that you are responsible, you feel guilty, there is something wrong with me as a teacher, seek professional development".* Najwan continued saying that in some cases, she needs to validate her knowledge, and she does that via attending PD:

> *In some cases, I have to validate, I have to make sure that what I am doing, what I believe in, what I'm practising is actually valid, so when you listen from an expert saying*

that what you are doing is right, you need tweaking, or this is why we are doing the A B and C, this is why we are doing this not that, this actually validates you, validate things I already know, so it doesn't have to be a new thing, or maybe something you don't need now but may need in the future.

Validation is a reason that was unique to Najwan in the data, and contrasted with the rejection of attending PD sessions on themes participants felt they already knew. Her identity as a passionate teacher who, throughout the interviews, cared about her students' success and view of her as a teacher seems to draw on validation via PD. Najwan was the only teacher who was relieved about having no control over her students' grades or exams, as this made her feel safe and not blamed by her students (discussed in 4.4.1). These feelings go along with her need for validation to block feelings of guilt, and enhance her confidence in her teaching. Finally, regardless of the applicability of the PD, Najwan said that it can benefit her in other contexts:

Also, maybe they cancel the preparatory year, or I decide to be part of the assessment community, for example, or maybe now, because we do development of the PhD program, which is within the unit I am the head of, I can be more confident and say this assessment is right, wrong, or doesn't make sense…So, even though I'm not actually going to write for the foundation year, I can still benefit from the training.

So, gaining knowledge for Najwan is beneficial regardless of the context. She gave examples of situations that may occur in the future where she can use this knowledge, which she thinks is a valid reason for attending PD. Also, in contrast to Rana's view that she will not apply what is taught in the assessment training, Najwan puts the possibility of being part of the assessment unit and utilising the knowledge she learnt in the training.

As was discussed in this section, teachers have many reasons and motivators for attending PD, which in most cases are different from one teacher to another. This shows the different perspectives of each teacher in relation to PD and gives insight into how teachers see themselves as teachers and position themselves in relation to PD in this context. At the same time, they all share the motivation and the willingness to attend PD as part of their teaching careers. The following section discusses teachers' willingness to try new ideas in relation to the context and the PD presented.

4.3.4 Future Trying of New Ideas

Although teachers expressed how difficult it is to apply PD in their context and how PD is too idealised and, due to curriculum, pacing guides, and other policies in most cases, cannot be applied in their classrooms, the data below shows that they were still motivated to learn and try new ideas with their students.

All six teachers were motivated to learn and try new techniques, whether from PD training or elsewhere. Also, different reasons were presented for teachers' motivation to learn, such as self-development, future change that may occur in their context, applying the knowledge presented elsewhere, and believing that learning is a continuous process in the career of teachers.

Shams explained how motivated she is to try new ideas, saying:

> *I am always excited to try new ideas; sometimes ideas are not from you as a teacher, sometimes it is students who give you an idea, miss what do you think of doing this idea or trying something, and you feel that the whole class is engaged and excited so you feel that you will apply it again in the next modules.*

Her excitement for trying new ideas and teaching methods shows her motivation and love towards her job and students, and how she seeks knowledge and development from any source, no matter what the context requires from her. Nada also expressed how motivated she is to learn and attend PD and how she is still willing to learn and try new ideas:

> *Yes, absolutely, especially when you attend; some of the workshops are amazing, some of the presenters are wonderful…So you can learn, sometimes some of these courses keep your mind and horizon open, keep you in the students' seat of the classroom, which is a good thing to keep learning, you know, to humble you.*

Nada's quote shows her identity as a teacher who always seeks to develop and stay updated with new trends in the field. The learning process for Nada gives her a sense of humbleness, which takes her back to the student position, whereby, for her, a teacher should always be learning and not look at herself as a PhD holder who has all the knowledge needed for the job.

Najwan also expressed her eagerness to learn and try new teaching ideas: *"I am absolutely still interested in trying new ideas, I very much still have this will to change…to trying new*

experiences…I am so open to it". Najwan's willingness and motivation to learn were evident in her quote. The context and policies did not discourage her from learning or exploring new ideas. This is confirmed when she elaborated: *"I may not need it now, but you never know; what if they cancelled the foundation year? Or what if, in the future, I decide to be part of the assessment committee".* Najwan believes that, as a teacher, knowledge and learning should continue regardless of the context. Her reason is that the context is changeable, and she should be prepared for any context she may be part of in the future. It is noteworthy that in the last few years, with the new Vision of KSA, the Ministry of Education has made many changes, and the ELI, in particular, has experienced changes that are considered as development. This new vision and perspective in education may be the reason for Najwan's motivation to learn and develop and her expectation of change in context.

Rana also expressed how important it is for her to keep learning as long as she is still teaching:

> *I still have so much to learn, no matter where you go, and where you get, what you study, how many degrees you got, you still have so much to learn to teach students...For me, the way I think about it, I have to keep learning in order actually to keep teaching because the students actually are changing, so we can't just stop; we have to keep growing; there is always something to learn.*

As mentioned earlier by Rana, she sees that a teacher's trajectory should always have some learning involved and that the main reason for that is that students differ and that even students change over time. Therefore, her motivation to try new ideas is because she relates changing students to the evolving teachers and teachers' practice to changing knowledge. Although Rana has all the qualifications required for the job, she believes that learning should never stop for a teacher, and there will always be knowledge to be gained to continue teaching.

Mayar's belief that learning is an essential process for a teacher is also demonstrated in her answer:

> *So I don't refuse knowledge; I believe that knowledge can benefit you one way or the other, either now or later. I always say that I like to observe everything; maybe I can apply it to my kids or anywhere else or even my husband.*

The teacher's identity is demonstrated here in the sense that she is not only willing to learn for the sake of her students, but it also extends it to the fact that knowledge should be transmitted by her, even to her children and husband. Mayar's position towards learning and her motivation to develop herself is also related to her position as a mother and a wife, which will also be discussed later in the assessment theme.

Sura was also enthusiastic to learn and keep developing:

> *Yes, of course, I still get excited when I hear new ideas, it's really nice, I still have this thing inside me…We have to develop, and any teacher should develop to be able to give her best; if you do not develop, you will die, and you will not know how to give. The world is changing; it changes according to the context or according to the circumstances; you have to keep up and develop accordingly so you can give the best to your students.*

The motivation to learn is evident in Sura's answer. The way she described stopping learning as dying shows how she sees her career as a developing one and how teachers should always learn and develop as long as they are still teaching. Her main reason to keep developing is to keep up with new trends and give the best to her students. Again, change, which is the main base of the KSA vision, may have affected teacher's expectations of change and how it relates to their willingness and motivation to learn.

All six teachers were motivated to learn and keep developing for their students. A key point here is that although the context of these teachers restricts them from applying most of what they learn in PD in their classrooms, whether it is due to the curriculum, pacing guides, or any other policy, they are still motivated to learn and seek knowledge for their development and their students' best outcome. In the following section, I discuss the ways these teachers seek knowledge and how they develop their teaching practices in relation to the PD provided and their context.

4.3.5 How Teachers Develop Teaching Practices

Data presented so far illustrate that PD in the ELI is informative and updated with all new trends in the field but, most of the time, not applicable in classrooms due to different contextual factors such as assessment, policies, pacing guides, and time. Data also shows that

these teachers are motivated to learn and try new techniques, and they are enthusiastic to keep learning and teaching in the best way they can.

In the following section, teachers explain how they seek knowledge and develop themselves and their students in this context, which illustrate how these teachers adapt to their contextual constraints, that is, to look at modifications and practices performed in relation to three elements: PD, the teacher, and the curriculum.

Teachers were found to seek knowledge and develop their teaching practices, either by searching for knowledge or by modifying the training sessions they attend in PD to apply them in their classrooms or, in some cases, not apply what they learnt in PD.

Shams mentioned that she used to apply PD as it was presented, but over time, she learnt to modify it or even not apply it at all. So here we see the beginning of autonomy within the context of her own classroom in terms of accepting, rejecting, or modifying the PD:

> *I applied it exactly as I was told; what am I doing wrong? Why is the outcome below average I want? I learned from this experience that it is okay to go through trial and error, but at the same time, don't overdo it; if you see it didn't work the first time, it means that it is not applicable. Don't stick to whatever is given in the training…So I felt that you can modify things and do step by step, baby steps, but don't take it to the extreme, and when you reach a certain point that it is failing, you should stop.*

Here, Shams explained that she attends PD in the ELI, and by experience, she learnt to modify training according to her classroom and make sure it is applicable or, in some cases, exclude it. So, her way of developing is still from the PD presented by the ELI. So, in the beginning, Shams's relation to PD was doing what was taught in the course, but later, the relation changed so that the teacher has more freedom and creativity in her application. So even with the restrictions in the context, we can observe some 'emancipation' in how the teacher is taking some control of the application, or non-application, of PD.

Sura also seeks knowledge from training in the ELI but also learnt to modify the content:

> *So in the reading, when I apply the techniques they have given me, I don't apply it in each passage of the unit, I don't apply all that was said in the workshop, although it is very beneficial so that I may apply it once in the module for example.*

So, modification of the workshop, which she thought was beneficial, is Sura's way of developing her classroom practice. She seems to apply the workshop's input according to the restrictions of the context, such as time and curriculum that she must finish, which, as in the case of Shams, is a sign of emancipation and control in this context.

Nada also attends PD in the ELI, but she also seeks her knowledge:

> *I seek my own knowledge in addition to attending ELI PD, but normally when I attend, if I don't like the content, I leave in the very first ten minutes…so sometimes the title sounds so flashy, so you know trendy and then you sign in and you find that what is being presented is just like a repetition of what's being read in a certain book or article so I think reading leads to better learning than what's being given in the ELI PD.*

Nada seems to be selective in what she attends in PD. She chooses the training she is interested in but leaves if she does not enjoy the content or feels it was presented from a book with no valuable insights. Therefore, Nada believes in seeking her own knowledge by reading and searching for the information she needs. Selecting specific training, leaving and rejecting other training, and exploring her own knowledge all show how Nada relates to PD in this restrictive context and how she has control over what she applies, rejects, or even the practices she brings to her classroom from her own searches.

Najwan's modification of the training was not related to her context; instead, it was due to her way of teaching:

> *Because of my background, since I focus on motivation, it is not the game itself; it is how to use the game, so whenever I introduce a game, my way of talking may motivate them. So, it is not introducing gamification, but rather how you interact with the students; this is what works for me because this is what I know, and this is how I'm comfortable with in this setting, so even if I introduce gamification, it is not necessary to introduce gamification, but rather again motivation.*

So, when attending the gamification workshop, Najwan applied it in her classroom to achieve motivation, which is central to her approach to teaching and achieving her goals in her classroom. She explained her modification as relating to her comfort zone and the way she prefers to teach and communicate with her students, which shows control of PD application in this limited context. Najwan also explained how she seeks her own knowledge:

I think a lot of it has to do with you seeking your own knowledge, maybe sometimes even chatting about teaching, and talking with peers is really beneficial. I read once that the best PD you can get is from the teachers at the end of the corridor or hall.

So, this participant not only searches for her own knowledge in websites or articles, but she also believes that to become a better teacher, she should look for development everywhere, especially from other teachers and different experiences. She also mentioned that attending a course about learning difficulties, which she found beneficial, motivated her to look further into it on her own: *"So after that course, I started to search about it".* This shows how reactive she is as a teacher and how her interest in the PD content elicited a response indicating her autonomy as a teacher and learner.

Rana started by confirming that she applies any training that she thinks is beneficial for her students: *"Honestly, I apply any beneficial information that is received in the training".* When Rana attended the feedback training, which she benefited from and thought was suitable for her students, she explained her thoughts by saying:

The presenter was great, as well as the information presented, which made me start thinking, am I giving feedback as a teacher to my students? And honestly, I wasn't because we teach in a fast rhythm, and effective feedback helps them develop. And with the pacing guide, we hardly finish, and we let go of the idea of giving students the feedback they deserve; plus, we have a big number of students.

So, as much as Rana enjoyed the feedback training she attended, she immediately noticed that she was not giving her students the feedback they deserved to improve, and that is due to the time restriction, pacing guide, and the high number of students. Rana explained later how she modified the feedback training in a way that can be applied in her classroom:

So what I did was that I tried as much as I could to apply it; I gave them the feedback in writing or via a voice note saying: you did so and so, and what is missing is one, two, three, and what you can do in general is points one two and three, these points actually helped the students.

The idea here is not how the teacher modified the training and to what extent she applied what she has learnt; it is how she was able to adapt to her context for the sake of benefiting her students, which shows autonomy and control. This tells us that Rana's teacher identity

accepts the context and the policies and tries to modify techniques and teaching practices she learns to develop her teaching.

Rana also mentioned that what is presented in ELI PD is pitched lower than her knowledge level, and therefore, like Nada, she seeks the knowledge she needs on her own:

> *To be honest, I have long years of experience, and my needs go beyond what is presented; as I said, it is a little more basic than what I need, so the workshops I try to look for come from other places, but actually more advance than these kinds of topics. So whether it is for my admin work or my teaching, I actually take the information that I need and avoid anything that does not benefit me.*

Here, Rana is showing that she sees herself as more advanced in relation to other teachers than what is presented in ELI PD, which shows how she positions herself in relation to other teachers and to the context. Therefore, Rana seeks her knowledge and avoids attending workshops that will not benefit her. This is evident in her following extract: *"I don't want to waste time; it is easy to find the information myself, to go on Google and find what I need".* Again, this may be because she is busy with admin work and a new mom, which makes time a great value she hates to waste on workshops that won't benefit her. Also, it is interesting that she sees an equivalence between a Google search and a PD session, as if she characterises the PD offerings as just knowledge she can find anywhere without providing techniques and strategies.

Mayar's way to develop and seek knowledge is to choose the trainings that she thinks suites her classroom:

> *I depend on myself in choosing the training; I will read the title more carefully because attending a training that is not applicable is a waste of time. I can pick the courses I want…I choose whatever suits my context and my students. So, I will not attend whatever training that isn't applicable for the students…So I pick the training courses that can be compatible with my problems, with my issues.*

Therefore, the teacher selects the knowledge she needs and can be applied in her classroom. She also tries to learn by reading on her own: *"I am a reader, and I read myself in these topics".* Besides applying the techniques she learns in PD, Mayar also has her techniques that she did not learn from PD:

So, I use my techniques in delivering the context, not the techniques we studied. Ok, there are some techniques that I learnt from the trainings and benefited from; I use my own techniques that apply to my students; no matter what teaching techniques or methods you have tried, a lot of the knowledge that is written and studied by researchers isn't as effective as your own touch, your own feeling of your students.

Mayar confirmed that she learnt from PD, which affected her teaching practice. Still, she believes that she, as a teacher, knows what is better for her students and has her way in her classroom, which shows her autonomous identity and how she adapts to this context. Mayar's relation to PD and this restrictive context with its policies and curriculum shows control and emancipation in how she seeks her own knowledge and selects the trainings she needs in her classroom, which is similar to most teachers. Mayar also shows a degree of autonomy and freedom by using her own teaching techniques which she confirms not learning from the PD provided by ELI.

All six teachers have their ways of adapting to the context. Being a teacher in a context that has top-down policies, with a lot of restrictions and rules, and an advanced PD seen as providing new, researched, and informed ideas that are not seen as applicable to the classroom led these teachers to adapt in different ways. Some seek their own knowledge while others modify the trainings they have attended according to their classrooms, and in some cases invented their own techniques. These adaptations show that teachers have emancipation', as the teacher is taking some control of the application, or non-application, of PD, even though it is a limited context.

4.4 Theme Two: Assessment

Assessment was an emergent theme that all teachers discussed in their interviews. In this section, I will focus on stating the obtained data relating to teachers' views and perceptions related to assessment in the ELI and its effect on their teacher identity, teaching practices, and emotions. Teachers' views and perceptions of assessment were discussed through four subthemes. These subthemes include: (1) different perspectives on non-involvement in exam writing, (2) different perspectives on non-involvement in knowing the content of the exam, (3) different perspectives on non-involvement and lack of control over the grading system, and (4) changes occurring in teaching practices in relation to assessment.

4.4.1 Perspectives on Non-Involvement in Exam Writing

The first sub-theme concerning teachers' perceptions regarding the assessment policy in the ELI is teachers not writing their students' exams. As was explained earlier, ELI teachers do not write their exams or participate in writing or even having foresight of any assessment for their students.

Four of the six teachers reported their agreement with the unified exam system and their lack of control or participation in exam-making. Shams, Nada, Rana, and Najwan expressed their agreement with exams being written by the exam committee. Different views emerged from this subtheme, such as it being less work and therefore suiting some teachers' busy lives, and it being a complex process that is better done by a specialised committee, and therefore being better for the students. Different emotions arose due to this policy, such as embarrassment and lack of control and freedom. Only one teacher had a different view, which may be because of an experience she had in teaching another course, which led to feelings of control and power, as explained below.

Nada explained that when she came back from her scholarship, she was so busy with her wedding that having some of her teaching responsibilities done for her, including readymade exams, was a relief:

> *Having pacing guides and having very specified learning outcomes, and everything was exactly done for me, all I had to do just give the exam, fill sheets, and then just collect the marks, and that's it. And then, for the final exam, everything was computerised. I had nothing to say regarding the exam development. Because when I came back from my scholarship, I was so busy preparing for my wedding, so I wasn't free, and this was extremely convenient for me, having things done for me.*

It is noteworthy here that before Nada left for her scholarship, she used to write her exams. She explained how when she came and faced the change, she accepted it due to her personal circumstances, and it did not affect her that she did not write any assessments for her students. So, she seems to have sacrificed her professional control for her life, which she appears to have more autonomy in. Although there is a sense of relief captured in Nada's description of her lack of involvement, she described it in a very passive way, which indicates

that there is a lack of opportunity for the investment of time and energy into her professional role. This lack of autonomy and control is later presented in her following extract:

> *Listen, it is a two-edged sword; it is a good thing in a way that I don't have to do a lot of preparation, I don't have to do a lot, things are done for me, so I have more time for myself, I mean doing that work that I'm doing right now as an admin in management. I would not be able to do it if I had to do the lesson planning or prepare for the exams and everything, OK? But then I don't say this to anyone like my brother-in-law: I am at the university; what am I doing? I lie and say I am writing my exams because I am a university teacher; don't let my secret out. I lie and say I mark my students' assessments, and it's very tiring, so I am a real liar.*

Nada explained further how convenient it is for her to have readymade exams and that she would not be able to focus on her administrative work if she had to write her own exams. On the other hand, she described this policy as a double-edged sword. While she is pleased that someone is doing her work for her, it seems to affect her teacher identity and role as a teacher; therefore, she hides this fact from other university teachers, especially her brother-in-law. The example she gives of her brother-in-law holds two interpretations: the first is her view in front of her in-laws, a very cultural matter where women like to show their best in front of their in-laws. The second is that because her brother-in-law is a lecturer in the same university in a different department, knowing that she does not have that control and privilege as a university teacher will affect her identity and view of herself as a teacher in front of him. It is interesting how it is better for Nada to call herself a liar than to be seen as a teacher who lacks power and control. So for Nada to avoid the feeling of embarrassment and to cope with this policy, she lies about it and pretends to do what she believes a university teacher should be doing, which is explained further in the following extract:

> *Yeah, it is embarrassing. You don't have any freedom over your class, and you don't do any of the tasks you imagine as a teacher, like planning a course, designing the curriculum, or choosing the textbook; we don't do this, so it is really embarrassing; we can always pretend. So I put my tung in my mouth and be quiet about it if you don't know my context, but if you do, it is a good thing that you don't have to do a lot of work on your own, it is a nice thing that you have freedom, but when you have time constraints it is good to have someone do things for you.*

Nada's view of a university teacher is well presented in this extract. She described the duties, responsibilities, and power a university teacher should have. It is interesting how she used the phrase *"imagine as a teacher"* to describe what a teacher is supposed to be and do. So, her view of a university teacher is not what she finds herself doing, which affects her teacher identity, and therefore, she decides to pretend to be the teacher that she cannot be. She then clearly explained her agreement with the exam policy and how she believes it is better for her and her context. This is clear when she stated that she is fine to talk about it with people who know her context. On the other hand, she decided to lie about it and pretend to do all the teaching duties in front of people who don't know about her context to avoid embarrassment. Finally, she explained why this is convenient for her: *"But as a mom and as a person in management now, it is easier to have things done this way".*

Here, Nada positions herself as a mother and shows how that affects her opinion and agreement with this policy. Three positions are observed in Nada's relation to the exam policy: one as a teacher who wants to have control in writing her exam, the other two are the mother and the person in administrative work who prefers to have things done for her to have more autonomy in her motherhood and her administrative life than as a teacher. The alternation between these positions and the different voices of a mom, a person in administrative work, and a university teacher shows how the first two indicate her agreement with the policy while the third one refuses the lack of control and autonomy, which is a result of the policy.

Rana also explained that having exams written for her suites her personal circumstances and other administrative work she oversees:

> *Because I have so many other responsibilities, whether it's my baby and my new family life or that I work in the academic writing centre and the administrative work that takes three-quarters of my time, so I have many other things to do.*

The cultural effect is observed for both Rana and Nada in the sense that a woman, a wife, and a mother handles specific responsibilities even when she is a working mom. This may be the reason that both teachers referred to their personal lives and duties without feeling ashamed of the fact that these responsibilities are the reason behind their acceptance of the lack of control and autonomy. Although Rana agrees with this policy and expressed how it is better for her personal life and administrative work, it affected her feeling of control over her own

course and teaching: *"In terms of my feeling, you feel that you don't have that much control over your teaching, over the pace or goal of the teaching".* So again, we can see the contradiction between two different positions in relation to the context, one as a mom and a person who is in an administrative position who is accepting the lack of control and autonomy due to personal and administrative reasons, and the other as a teacher who feels that lack of control and autonomy in teaching.

Rana then revealed that writing exams is a complex process and that she feels relieved that other people are handling this tiring process and taking responsibility for any mistake that can be made: *"For me, I'm actually relieved I don't actually design exams because designing exams is very difficult, and the people who work on it put a lot of effort and may get it right or wrong; we are all humans, you know".* So Rana not only agrees with the fact that she does not write her own exams for her own reasons, but it also gives her a sense of relief from this challenging responsibility. This comment is an interesting one because, as mentioned earlier in the PD theme, the ELI provides PD about assessment and techniques and ways of writing it, so why does Rana feel relieved that she is not in charge of this challenging process? It may be because exams in this context are being designed and conducted by a specialised committee, which made those teachers lack the experience needed, which led to the process being associated with difficulty that they wanted to avoid.

Although Najwan is a mother of four children and is the head of the higher education department, when discussing not writing her exams, she did not think of her personal circumstances or administrative work. Najwan explained that she agrees with the policy and her reasons behind it, saying:

> *I believe that not writing the exam is the right thing to do; it is for the benefit of the students. We have thousands of students, and you can have an easygoing teacher and a very strict one, a teacher, which happened before, that has not changed her exam questions for twenty years and another one who puts very complicated questions for the same subject so that it will be unfair for the students.*

Najwan's opinion about not writing her exams was unrelated to her role nor her autonomy as a teacher; she looked at the policy from the students' benefit and how unified exams ensure fairness. She believes that teachers have different exam writing strategies, which she seems not to agree with, and therefore, having unified exams for all students, which are put by the

testing committee rather than the teachers, is for the benefit of the students and ensures fairness.

Shams agrees with Najwan that tests should be unified and that this is for the benefit of the students. She explained:

> *If each teacher puts her exam, then it means that you are not following anyone, you follow yourself, but you are teaching a foundation year; this does not work; it's difficult if each teacher does as she wishes, we teach same levels and same book, what if the student repeats the course and goes to another teacher who doesn't test her in the same way, this will confuse the students, so yes, of course, it is for the benefit of the students and the benefit of the whole place in general.*

It is conveyed in this extract that Shams believes in following rules and policies: *"Then it means that you are not following anyone, you follow yourself".* She expressed teachers' control over students' assessment as a wrong way of teaching if you are teaching a foundation year. Her main reason is that students need uniformity in the system and that it is for their benefit, especially when repeating a course. It must be noted here that teachers' perception of assessment is either a top-down one or a completely individual act. This may be related to the education culture in KAU, which mainly consists of two methods of assessing students, either completely autonomous, where each teacher assesses her students in her own way, or a committee in charge of student assessment. This may be why these teachers did not suggest or even think of writing exams among teachers or any other educational solutions they may be aware of. An underlying point here is that the teachers discuss their options according to what is performed and accepted in their contexts.

A different opinion was expressed by Sura, who had the experience of writing an exam for another course. The teacher started by agreeing with Rana and Nada that not writing exams is less work but expresses that she does not like it: *"It is easier but not nice".* She then elaborated by telling her story in the other course:

> *I am not involved in writing exams, and no one tells me to write exams, but do you believe that when we taught the diploma course, you were in control? I didn't believe I would teach what I wanted and put my own exam; you are the boss; you teach what you think you should teach. We didn't believe that we were in control; it is such a*

beautiful feeling to design your own exam, decide the exam date, and decide what to test your students in and what is suitable for them.

Sura started by stating that she doesn't write her exams, and then she shared her story in a different course where she experienced writing exams for her students, which gave her a feeling of control. She then explained that when she had the authority to perform regular teaching duties such as designing a course and writing an exam, it gave her a beautiful feeling. These feelings included power, *"you are the boss", and control, "we are in control",* which seemed to enhance her ego and view of herself as a teacher. It must be noted that this is the only teacher who disagreed with the policy of unified exams, and the reason behind that may be that she lived a different experience in another course, which changed her perspective and view regarding the matter.

It is observed that although most of the teachers wrote exams before going on their scholarships, only Nada (and Najwan in the following subtheme) discussed having written exams before. This maybe because teachers told their experiences according to their own positions, preferences, and circumstances. For example, Rana supported the policy due to her position as a mother and an administrator and also because of her opinion that writing exams is a difficult process which she mostly related to her previous experience before going to her scholarship. Shams believed it is better for the students which also maybe because of a comparison she made to the time when she used to write exams. So it may be because these teachers support the policy of not writing exams due to different reasons, they did not mention their previous experiences when they used to have more control and autonomy in exam writing.

Although the previous four teachers agreed with the unified testing and exams provided by the testing unit, it is evident through the emotions they expressed its effect on their roles as teachers and how it reduces their feeling of control and autonomy. It is also interesting how these teachers position themselves differently in relation to control and autonomy reduction and present different interpretations of it. In the following section, I will analyse teachers' views, perceptions, and emotions regarding the lack of involvement in knowing the content of the exams.

4.4.2 Lack of Involvement and Not Knowing the Content of the Exam

In all types of assessment in the ELI, teachers cannot view the exams before they are given to students. This applies to finals, midterms, and even writing and speaking assessments. In this section, I will discuss the second sub-theme, teachers' views and perceptions regarding the lack of involvement in knowing the content of the exams. It was found that five out of six teachers were against this policy and expressed different reasons and concerns about it. These reasons were related to changing teaching practices according to the exam type and student performance concerns. Teachers expressed different emotions that they experienced as a result of not knowing the content of the exam; these emotions included embarrassment, lack of control and power, guilt, being blindfolded, not belonging, ashamed, helplessness, and many other feelings that affect how these teachers view themselves and how their view in front of others affect their identity. Although the sixth teacher had the same view as the other five in the past, she now has a different perspective. Her main reason for preferring not knowing the exam's content is having a more authentic relationship with her students.

Shams expressed that not writing the exam is not what bothers her, but instead, not knowing the types of questions that will come in the test:

> *It bothers me not because I am not going to write it; it bothers me because you feel that the students know the information and understand it, and when you throw questions, they answer them, but you get surprised at some point that the questions of the test, what can I say? They are not direct, and we don't have an idea of the type of questions. Tell me the type of questions; will it be, for example, multiple choice questions, or in what format? Each type has a way of teaching, so if it is an essay question, true or false, or correct the mistake, it is not the same.*

What should be noted in this example is that Sham's lack of knowledge of the type of questions and form of the exam bothers her, but not because it takes away her authority or control. Instead, she agrees with the idea of not writing her exam. What seems to stress this teacher is not knowing the question types, which she argues affects her teaching since every question requires a different teaching method. This is further explained when she expresses how she feels when her students don't do well in exams:

Who will feel the guilt, I will, when I see my full of energy and excellent students and have great outcomes, and then they score 7 out of 20 in their writing assessment, I say to myself, maybe I should've told them to brainstorm or taught them how to type or even press enter, you keep saying maybe this or that because you know how your students are.

The extract illustrates how the teacher blames herself when her students do not do well in their exams. Her feeling of guilt towards her students is based on her teaching and how she may not have taught them well or prepared them enough for their exams, which is a result of not knowing the content of the exam. Another feeling was expressed regarding not knowing the exam's content: *"You are blindfolded".* The lack of knowledge not only made Shams feel as if she was blind, but it also affected her teacher identity and her view of self as a teacher: *"It is downgrading to the role of the teacher".* Shams continued explaining how her sense of belonging to the workplace will enhance if she knows the exam content: *"If I know about it, it makes me feel I am a part of it".*

So, the teacher seems to be happy to be passive around the exam writing; that is, she seems to have a passive position of wanting to help with exam strategies or interfering with what is being tested. Her concern in helping the students with the knowledge to help them get the best grades may be due to two reasons: (1) the culture that cares significantly about grades, and (2) the importance of grades in this context since foundation year grades determine the choice of major of these students, which is discussed by Najwan further below.

Mayar's view about not knowing the content of the exam was related to her relation to the students and how she asked her students about the content of the exam after they took it: *"Did they really give you this in your exam or which topic did you get? This really bothers me".* This illustrates her concern about her students' performance in the exam and how curious she is about what her students were examined in. After she gave examples of her conversations with her students, she expressed how this bothers her. It seems that what bothers Mayar is not only her lack of knowledge of what her students are being tested in but also her view of herself as a teacher in front of her students. That is, she feels that her identity as a teacher is affected in front of her students as she is being presented as a teacher who lacks knowledge and control, which she elaborates on when she talks about her in-laws and her prestige below.

Rana had a similar view to Mayar's when asked about not knowing the exam's content; she gave an example of a conversation with her students that seemed to bother her: *"When the student tells you how will the final exam be? And I tell her I swear my daughter I don't know; you know more than me, this word, I don't know, I feel it's silly".*

Rana expressed that answering her students' questions about the exam with the word *"I don't know"* bothers her. She also explained that saying this word makes her feel silly, which she does not like to think about. This shows that Rana seems to feel ashamed in front of her students when presented as a teacher who lacks knowledge and control, which is similar to why Nada and Mayar lie about it in front of important people in their lives.

Rana continued saying that she tries not to think that her students enter an exam that she has no idea of its content because it makes her feel enraged:

> *Not knowing the content of the speaking and the writing assessment is the most topic that I don't like to think about, and I forget it and remove it from my thoughts because if I think about it, I will feel enraged about how would my students enter an exam I have no idea about.*

So again, while Rana agrees with not writing the exam, the fact that her students enter an exam she does not know about gives her that feeling of anger. It is interesting how Rana copes with this feeling by ignoring it and trying to avoid thinking about it. Rana then explained how not knowing the content of the exam gives her a feeling of disempowerment as a teacher:

> *You feel helpless; I don't like to focus on this feeling; I have no hand in it, which is the reason I don't like to think about it and forget it; I mostly mean the speaking and the writing, if I think about them I will feel enraged that how my students enter an exam, I don't know what will come in it. And then I don't like the word I don't know, and again, as I mentioned before, I don't like to think about it.*

Rana seems to cope with the assessment policy differently. Besides, of course, what she mentioned later about preparing her students for the exam, she does not think of her lack of power and helplessness because she feels that nothing can be done about it. It may be that Rana's agreement with the idea of not writing the exam due to her reasons (especially motherhood and administrative work) makes her ignore her feelings of helplessness and lack of power. Another reason may be that this teacher believes in higher authority and that rules

and policies should be accepted and, therefore, tries to ignore any negative feelings she experiences towards them.

Sura was one of the teachers who was greatly affected by not knowing the content of the exams:

> *When students ask me any question, for example, when is the exam, I don't know when is the exam, what will come in the exam? I don't know what are the types of questions. I don't know, I don't know anything, can you imagine, I am a teacher. I don't know anything; I am not involved, the students get the information before me, I feel that I look really bad in front of the students, and every question I answer by saying I have no knowledge about the assessment…to be honest, it really bothers me.*

Sura, in this extract, expressed that what bothers her the most is her view as a teacher in front of her students. She gave different examples of students' questions, which she all answered with *"I don't know",* and how she believes changes how students look at her and affect her teacher identity in front of them. Being uncomfortable using the word *"I don't know",* which was also expressed by Rana, indicates the feeling of shame of the lack of power and control, which affects how the teacher is seen by her students, affecting her teacher identity. It also may show that teachers believe that a good teacher is supposed to have all the answers for her students, and lacking any information affects their view in front of their students. Also, the way she said, *"Can you imagine, I am a teacher, and I don't know anything"* illustrates that she believes that as a teacher, she should have the authority and the knowledge of the exam, which is why her teacher identity is affected with the lack of this knowledge. The feeling of disempowerment and embarrassment were also stimulated in the following quote:

> *I feel powerless; I feel as if I am in a school; I feel I don't have the power. I don't have any information about the assessment. I look really bad in front of the students; I say I don't know to anything they ask about. Can you imagine that anything they ask about relating to the assessment I tell them I don't know? I feel there is nothing in my hand. It is a very bad thing, a very difficult feeling that I am not in control.*

Sura described her feelings by using compelling and precise adjectives to express how she felt about not knowing the exam content. Her disempowerment was expressed by phrases such as *"I feel powerless", "I feel there is nothing in my hand",* and *"I am not in control".* These

feelings make her believe that her view in front of her students is not as she wishes, and they see her in a negative way, as she described, *"I look really bad in front of the students".*

Sura also feels that she is not valued as a university teacher, which is why she compared herself to a schoolteacher who usually has no control over assessment and curriculum. She sees herself as a university teacher who should have more autonomy and control. This feeling made her demotivated, which she expressed by saying she no longer cares: *"I have no value, and I don't look good in front of the students. Can you imagine any question I answer with I don't know? I think I don't care anymore".* Sura then expressed her emotions toward the ELI and how she feels excluded and has no opinion:

> *We are frustrated by the ELI; we are angry at them, upset that we aren't involved in the decision-making in the curriculum design or the development or the assessment. I feel excluded, you feel that they exclude you, certain people work on it…okay when you put the questions, let us see it, take our opinion.*

It is interesting how Sura used the pronoun *"we",* which shows that she believes other teachers share her position regarding the ELI. The quote explains that the lack of involvement in any decisions, including the assessment, also stimulated Sura's anger and feelings of exclusion. So Sura was the only teacher who felt the need to have authority and the right to be involved in the decision-making of the exams. Sura expressed that as a teacher, she is entitled to that right, and if not the least, she deserves to see the questions just for the sake of giving her opinion on them.

Nada also expressed that not knowing the content of the exam affects her as a teacher and seems to affect her role and teacher identity:

> *It's so frustrating; it's actually very embarrassing to talk about it to faculty members in different departments. The fact that you don't write your own exams that you have no clue what your students will be tested about; when I talk to a person with the same level, the same major, or the same academic teaching level, an assistant professor to an assistant professor, she has full power over her classes, and I am totally powerless just a machine to the class, a parrot, so yeah, it makes me feel powerless.*

Again, Nada referred to the difficulty of telling people about not writing and knowing the exam's content. It appears that her teacher identity is affected by disempowerment,

frustration, and embarrassment, especially in front of people who teach at the same university. This shows how her teacher identity is affected in relation to other teachers. She then expressed the lack of power and how she views herself as a machine and a parrot, which shows how she looks at herself just as a teacher. The reason behind seeing herself as a machine and a parrot may be because she feels that she cannot be herself as a teacher in this context, and how the amount of control and disempowerment makes her view herself as a transmitter of knowledge rather than a university teacher.

Najwan had a different perspective than the five other teachers. Her point of view of not knowing the content of the exam was previously similar to the other teachers, but now it changed:

> *When I came back from the scholarship, I had the old way of thinking: I have to have 100% control over the exam, the students should come to me, and I decide, and I have to be fully aware of everything that is going on, and if this was taken from me I feel anxious, as if oh my God I am out of control and if a student comes and ask me what is included in the exam saying the words I don't know would have made me collapse. However, I changed because I realised the objective and the goal of all this. I want to prepare them for any exam because I can't control the exam, so I want to prepare them for anything. So when I started to think this way, I changed, and I started to be honest with the students; I told them not to ask me what is coming in the exam, anything can come, you prepare yourselves, don't come and cry to me, I will tell you this is how you listen to the listening. Hence, this is my way, how to take an exam, and that is the focus.*

Najwan expressed her views and emotions in a very mature way and was aware of how she has changed throughout her journey as a teacher. She explained how not writing exams and not knowing the content of the exam used to make her feel anxious and out of control when she came back to work after her scholarship. She explained how the lack of control used to affect her to the extent that she exaggerates, saying that she would have collapsed when asked about the content by her students and answering with I don't know, so again, *"I don't know"* is a phrase that used to bother her. It is interesting how she named her view at the time *"the old way".* She also explained how understanding the objective of preparing students for any exam is what made her change and accept the idea. She also described how she

changed; instead of getting bothered when asked about the content of the exam, she became honest with her students about not knowing the content of the exam, and she requested that they do not ask about it. Then, she taught her students how to take the exam and asked them not to blame her for their outcomes. She further explained it by saying how she changed and how she informs her students that the testing unit manages their exams and teaches them how to prepare themselves for any exam:

> *In the beginning, I used to get upset because I was used to the old system when the professor marks what is included in the exam, but now, I like it that I don't know, and I tell my students I don't know and you can never know what can happen in the testing unit and this is how you should study and prepare for the exam.*

We can see how her relation to the word *"I don't know"* changed from being bothered and almost *"collapsing"* to accepting it and saying it to her students in a way that will help them prepare for their exams. Her only condition is that the exam does not go outside the book, which she explained in the following extract:

> *At the beginning, I used to get upset, but now, on the contrary, it is fine with me, and as long as the exam doesn't go out of the book I taught them, which I can guarantee it won't even if it is in the first line of the book, I have to give this to the ELI, that it can't go out of the book.*

It is apparent in the previous extract that Najwan's only concern is that the students are examined from the book, which she is confident about covering with her students, and which she thanks the testing unit for. Another point that should be noted here is that she concluded by explaining the advantages of not knowing the content of the exam:

> *I like that the students know that I have no access to the exam; it made my relationship with my students more authentic. Do you understand me? So if they say they like me, they like me for who I am, they don't like me because they are asking questions they want to know about the content of the exam. So I tell them what to do and how to take the exam, I advise them about their studying and tell them they are going to be fine, so it is up to you, it can be this or that, but trust that it is from the book, from the footnote or even the cover, but from the book and it never goes out of the book. And that is when the dynamic relationship changed with the students and got really better.*

Najwan explained how not knowing the exam's content affected her relationship with her students. That is, she believes that the lack of control and knowledge established a solid and authentic relationship with her students because her students know that she has no control over the exam. She further explained that any emotions from her students are because they like her and not because they are trying to know the exam's content. The point I am trying to make here, which will be further discussed by Najwan in other themes, is how Najwan cares about the authenticity of the relationship between herself and her students.

It is important to note how Najwan's change in trajectory in her position towards the exam policy was evident in her changing from being a teacher who not knowing the content of the exam affected her teacher identity, control, and authority in front of her students to a different teacher where that lack of knowledge was seen to improve the authenticity of her relationship with her students.

So, by looking at this sub-theme and the previous one, we can conclude that most teachers agree for different reasons that the testing unit should write exams and should be unified. Also, five of the six teachers agreed that they should know the content of the exam to be able to prepare their students and change their teaching practices accordingly. An interesting observation that should be noted here is that teachers are primarily concerned with the lack of autonomy and control but in only superficial roles, such as students passing the exam, and are not referring to more critical concerns, such as the curriculum or exam features. That is, teachers seem to have a passive position of wanting to help with exam strategies or interfering in what is being tested, and their main concern is helping the students with knowledge about the exams to help them get the best grades in this exam-oriented context. Teachers seem to be forced into this position, which may be due to the culture of teaching that is primarily top-down and how these teachers are used to following a hierarchical education system where policies and rules are made by higher authority and are expected to be followed by educators.

The following section discusses the grading system in the ELI and how it affects teachers' identity and emotions.

4.4.3 Grading System

The grading system in the ELI is one of the essential sub-themes that five teachers discussed as an important element of their context. Finals and midterms are computerised, and grades

are automatically put into the system. The writing assessment is marked not by the class teacher; instead, it is marked by a teacher who never met the students (this process is called shuffling). I must note here that the idea of not marking the writing for your students is based on being fair to the students; that is, each teacher marks for a class she has not taught to avoid bias. The speaking assessment is marked as an average of two grades, one put by the class teacher and one by a teacher who attended the speaking assessment and never met the students. The speaking assessment is recorded to ensure the fairness of the grade. So, the main difference between the writing and the speaking assessments in terms of grading is that in the writing assessment, the teacher does not mark her students' writing and has no control over it. In contrast, in the speaking, the teacher is the leading grader for her students, with another teacher as a second grader. Besides those assessments, the students are not marked for any other assignments or participation, which puts no grades in the hands of the teacher.

Throughout the interviews, the teachers did not object or even discuss grades that were computerised or the speaking grades that are marked with another teacher. On the other hand, the marking of writing assessments by another teacher is a different story. Five teachers were really against this policy for various reasons. Some of these reasons were related to students, such as not being fair to them and how their teachers will know them better and, therefore, her marking will be fairer than teachers who did not teach them. Other reasons were related to teachers' need for control and power, and how not marking their own students' writing assessment led them to feel various emotions such as embarrassment, insecurity, pain, and lack of value as teachers. Only one teacher had a different position, believing that not having control over grades was the reason for establishing a better relationship with her students. Her only concern about not marking the writing is for her students' benefit and not her role as a teacher, who should be able to mark her students' exams.

Shams stated that she believes that not marking the writing is the worst policy in the ELI: *"And the worst part is that you don't correct the writing; you don't even know who does. This makes you feel unsafe, that they don't trust the teacher, as simple as that".* Shams believes that not marking her students' writing takes away her feeling of being trusted as a teacher. She explained that this causes her to feel that she is not trustworthy as a teacher, which takes away her sense of security. She even expressed that not knowing who marks the exam bothers her. So, her identity as a teacher is jeopardised by the lack of control over her exams

and the feeling of lack of trust she experienced. So, for Shams, the assessment policy in the ELI stimulated feelings of guilt, insecurity, being blindfolded, downgrading, and not being trustworthy, which are all emotions that affect Shams's teacher identity.

Sura referred to not marking the assessments when she was talking about how not knowing the content of the exam affects her: *"I don't mark my students' exams, do you know that? Nothing is in my hands, even the writing; we are nothing".* Although Sura did not elaborate on the matter, her comment seems to be a strong one. The way she asked me if I knew that she doesn't mark her exams shows how the idea is very shocking to her. She also stressed on the writing assessment, which seems to be the most assessment that influences teachers when not marking. This may be because in the speaking assessment, the teacher is one of the graders, and in the midterm and final, the exams are computerised; on the other hand, in the writing assessment, the exam is taken away from the teacher to be marked by another teacher with the same qualifications and in the same context. The lack of control is apparent when she said: *"Nothing is in my hands",* which shows her lack of autonomy and how that affects her identity and view of self as a teacher and how she is being viewed by her context when she concluded, *"we are nothing".*

Nada expressed that this policy does not ensure fairness in the ELI. She explained by saying:

> *In a different context, it would have been amazing to ensure fairness, but in this context, I don't think it's fair because I simply know my students, and I know that these students are trying, so they deserve; I don't know maybe I shouldn't say this, I am personally with the students who keep trying throughout the semester, what I do is that I become a little bit more lenient with them when I mark, I don't follow the rubrics to the extreme, I do their marking holistically, then look at teeny tiny details, and also who don't show an effort I do follow the rubric with them, and I just be as fair as possible, I am not saying that I am not fair with the rest of the students, I am just saying that I am more lenient and more compassionate with students who try for the whole semester, and know their abilities. So I don't think it's fair in our context.*

Nada believes that knowing her students would make her mark fairer than if another teacher did. She thinks that, as a teacher, she can detect details in the students' writing and mark holistically instead of marking with a rigid view of the rubric. Instead, she will be more lenient and appreciate their effort. The point here is not about being more lenient or compassionate

with students who deserve it; it is how the teacher believes that her way of marking is better for her students because of her knowledge and relation to them. Although Nada's reasons against the marking policy were not related to herself as a teacher but somewhat related to the benefit of her students, she ended by saying:

> *But then I don't say this to anyone like my brother-in-law; I am at the university; what am I doing? I lie and say I'm writing my exams. Don't let my secret out. I lie and say I mark my students' assessments, and it's very tiring, so I am a real liar.*

So again, Nada hides that she does not mark her student's writing from people, especially her brother-in-law. It is noteworthy here that her brother-in-law is also a university teacher in a different department, so telling him about it would make her look less of a teacher than he is. This indicates that Nada's teacher identity is affected by the lack of control of the marking system, as it was regarding not writing and knowing the content of the exams. That is, the teacher decided to pretend to have a position in relation to certain elements in the context that she does not have due to a lack of control and power, and she does this to present herself as the teacher she believes and wants to be.

Mayar expressed a firm opinion regarding not marking her students' exams. She started by explaining how recording the speaking exam and not marking her students' writing takes away her autonomy and gives her a feeling of being controlled: *"The speaking assessment is recorded, and I don't mark the writing; you feel as if you teach with ten people over your head; you can't be yourself".* It seems that it is not only the feeling of being controlled that bothers Mayar; the fact that the speaking is recorded makes her feel a lack of trust from higher authority. The quote also illustrates that this changes the way the teacher acts and teaches: "You can't be yourself", which is further discussed by Mayar in the section 4.4.3. She then explained her reasons for disagreement:

> *Ok, I taught my students, and I know that this student may be at a low level and have problems, but I know that she is a very hard worker, and I know that she is a workaholic; she wants to have good grades, and at the end of the term I see the grades and find out that she failed the course, I am not exaggerating.*

Mayar gave an example of a student whom she taught and believed had worked hard enough to pass the course, and how the marking system was not fair to her, so that, ultimately, she

failed the course. This example shows that Mayar agrees with Nada that they know their students better and that they should be the ones to mark their exams to be fair to their students. The way she said, *"I am not exaggerating",* shows how she believes that this should never happen in this context and how it is not an acceptable situation. She then expressed her need as a teacher to have more control over students' marks: *"OK, why don't you keep in mind that the teacher has her way of marking? Just give her more than ten or twenty percent; I only have ten or twenty percent; 80 or 90 percent are not in my hands".* The phrase *"not in my hands",* like *"I don't know",* is an expression used by most teachers that illustrates the disempowerment and the lack of control that Mayar and other teachers experience in this context. She then expressed that there is no valid reason behind this policy and that, as a teacher, she has the right to mark the writing assessments:

> *I am sorry, but there is no excuse for a working place where you teach your students for the whole module, and you know your students and explain everything to them, and by the end of the module, someone else marks their exams.*

Again, she builds her argument on her relation to her students and her knowledge about them, which she believes is essential when marking their work. Mayar continued explaining how the marking system makes her feel; she started by explaining her feeling of pain:

> *Don't start that Hadeel, please, because all the annoying things in ELI are tolerable to me except marking other students' grades. Marking other students' grades for me is very painful; I don't know anything about the other teacher. This is one of the worst things they have done to us. Forget about the idea of shuffling and how it is better and the things they say. This has many connotations that you are not reliable, and you are not trustworthy. You do this to respectful teachers to respectful Saudis in the class. No excuse can convince me, and every time I do it, it hurts me so much and upsets me. To be honest, I don't tell anyone about it, just my students, and I feel ashamed when I do, and it takes away some of their respect for me. So this is where all my negativity comes out.*

The previous extract shows various emotions stimulated by not marking the writing. Mayar started by expressing that she can cope with all other policies, but what she can't cope with is not marking her own students' writing, and it is a policy that causes pain. She also blamed the institute and addressed it as an authority that has been causing a lot of harm to teachers. The

way she said: *"This is one of the worst things they have done to us",* and how she used the pronouns *"they"* and *"us"* shows how she positions herself in relation to the context as if they were two separate entities with one higher and stronger than the other. She then explained that this policy stimulates feelings of being unreliable, lack of trust, and lack of respect. She also blamed the institute for causing such pain and emotions. Mayar continued saying:

> *If you want to talk about hurtful emotions, then I am so hurt. I am being imprisoned in my place of work. When someone takes away the authority that you deserve, by all means, you are a teacher who worked hard, studied, and taught. Why don't you even shuffle us in teaching or let someone accompany us in teaching…I discussed this a lot, and no reason convinced me. You honestly don't trust your teachers…this is so painful, and no one knows about it.*

Mayar's lack of authority and the feeling of pain stimulate another position in relation to the context, which is being imprisoned by her workplace, and what prisons her is the lack of autonomy and the policies. Also, the lack of authority makes her feel that the ELI does not appreciate all she has done and is still doing. She also expressed that the authority and control taken from her is her right as a teacher, which shows that her view of a teacher includes power, authority, and control. After saying that she doesn't share these emotions with anyone, she explained how she lacks prestige and how she is not comfortable saying that she works in the ELI and prefers to refer to herself as a university teacher:

> *Please don't laugh at me Hadeel. The prestige is the only thing I miss. I feel ashamed that I work at ELI; I like to say that I work at the university and stop there, so no one knows. Even in front of my students, so don't think it's only in front of my family and in-laws. I always feel that I am prisoned by instructions, by rules, so if I don't mark, don't give grades, and you shuffle the writing, what makes me a teacher?*

Mayar decided to position herself as a university teacher and not as an ELI teacher. This is because she wants to be viewed as the university teacher with the authority, rights, and power to teach and assess students. Her teacher identity is affected by the lack of control over grades, marking, and the writing exam policy, which makes her question her position and role as a teacher and if she is considered a teacher after taking away her power and authority *"What makes me a teacher?"* Mayar also mentioned her in-laws as Nada did, who seems to be an important authority she cares about her view in front of in this culture. Finally, she

explained that her view of self as a teacher is not only affected by people outside her context, such as her in-laws and family, but also her students. She continued explaining how her teacher identity and her view of herself as a teacher are affected, which makes her hide the fact that she does not mark her students' exams in front of her family:

> *It affects my prestige as a university teacher not only in front of my husband and in-laws but also in front of my students; I go to class as the great teacher whom they hope to be taught by through all their coming levels and tell them your writing will be marked by another teacher. This is one of the secrets in my life that I don't tell my family because it means you are nothing.*

Although Mayar and Nada had different views regarding the marking system, both hid this fact or even lied about it in front of their families, especially their in-laws. Both mentioned husbands and in-laws. This is an essential element of Saudi culture, whereby women are expected to show their best representations of themselves in front of their husbands and in-laws. The point I am trying to make here is how those teachers' identities were affected by the lack of control and autonomy to the extent that they changed their identity and pretended to do something they did not just to save face. Another point I want to mention is how Mayar sees herself as a teacher: *"I go to class as the great teacher whom they hope to be taught by through all their coming levels".* This comment illustrates how Mayar views herself as a great teacher, and she proves that by saying that her students usually wish that she kept teaching them at their coming levels. Hence, her validation seems to come from her student's view of her.

Najwan was the only teacher who had a different view about the marking system. Najwan's statement about the grading system, in general, was like her view about not knowing the content of the exam. She believes it makes her relationship with the students more authentic:

> *I am sure you have experienced this; it really bothered me when students text on my KAU saying my father is dying, my father died, I am collapsing, and beg you and send you prayers. It was like emotional blackmail; they make you feel you have the grades and can give them some grades. Once they knew I don't have grades in my hands, I felt the relationship became more authentic; they are not in the classroom because I have the grades or interacting with me because they are worried about participation grades. Do you get it? So, for example, if they ask me questions, it's not because they*

want to show themselves as good students; they are asking questions because they want to know their answers. If they say they like me, they like me for me, they don't like me because of their grades. And when they share something that bothers them, it's not to blackmail you; rather, it is because they are confiding in you, so another level of closeness with your students and a more authentic relationship.

Najwan described in detail how not having control over her students' grades made her relationship with her students more authentic, and this seems to be more important to her than her right to assess her students. She shows a sense of relief and joy with the real emotions and relationships of her students towards her. On the other hand, when we discussed the writing assessment that another teacher marks, Najwan had a different perspective:

I don't like it, why, because I know many of them. I know for a fact that they can be unfair to the student, and I know that the word fair is subjective; what is fair? Some people say that if I stick to the rubric, it is fair, and others say if I don't stick to the rubric, it's fair. I am one of those people who don't stick to the rubric and say that sticking to the rubric is unfair because the way we practice and present the content is not reflected in the rubric. So this is what bothers me. I feel that it is unfair to the students when certain teachers who are known in the institute say that they don't care. For them, the students die, burn, or fail; they lack feelings, and my way, as cancer, I am from those people who think of the student as a daughter, a mom, a sister; I even think of her dad, her future, and for me, she is not an abstract identity, she's a real human with a story. So I can't separate her from all of this, and if someone says I don't care, I will feel devastated. So take the writing and mark it but give it to someone I trust, not necessarily know, but trust that they will be fair and at least have a high sense of humanity.

Najwan's opinion is not based on authority, view of self, or her teacher identity. All that she cares about is her students and how they get marked fairly. She has a particular view of some of the teachers whom she believes lack empathy towards students, and this idea devastates her. She positions herself as sympathetic with a high level of humanity, and she cares for students while showing suspicion in relation to other teachers who may not do the same. She looks at students passionately with a lot of empathy and feels a connection with them.

Therefore, she doesn't mind if someone would mark her students' writing in one condition if they are fair and share her way of looking at students. Also, it is interesting how Najwan described herself by referring to her star sign, *"cancer"*, to explain her relationship with her students and how she cares about them and has a deep connection with them, which shows how she positions herself in relation to her students. Najwan expressed another reason for not being affected by not having control over the exam and the grades:

> *The students used to say the teacher failed me, and the blame will always be on you; you are always going to feel that it's you, you are responsible, you feel guilty, there is something wrong with me as a teacher, and therefore I am happy that the grades are not in our hands and yes I like it that the students know that the exam is not in my hands.*

She feels pleased that students can't blame her when they fail and is relieved of guilt or self-blame in the case of her students' failure. Another critical observation is how Najwan's position is different in relation to the whole curriculum and role than other teachers. While other teachers seek power and control over different policies, especially grading, Najwan has a distinct positioning where she does not want to have power and control over grades, for example, to achieve an authentic relationship towards her students and not to be blamed by them, and that changes her position in relation to curriculum and role as a teacher.

Finally, Najwan concluded with an unexpected comment: *"But just to be honest, I miss that part, I miss having that power".* So, after explaining how she has changed and her reasons for not having control over assessment and grades, Najwan expressed passionately and clearly that inside her, she misses the power she used to have, which may be a part that she lacks as a university teacher.

It is observed in the previous sections how five of the six teachers were against not marking exams, whether it is for the students' benefit or because they feel it is their entitlement as university teachers to have that right. This caused different emotions, such as embarrassment, insecurity, pain, and lack of value as teachers, which affected these teachers' identities to the extent that two of them decided to pretend to be something they are not just to save their faces. Even the one teacher who was not totally against this policy also expressed the feeling of lack of power and control.

In the following section, I will explain how teachers changed their teaching practices in relation to exam policies, which seems like their way to adapt to this context.

4.4.4 Change in Teaching Practice

Change in teaching practice for these Saudi ELI teachers was found to relate strongly to assessment, which is an essential sub-theme in the data. It seems that most teachers modified their teaching methods because they lacked knowledge of the assessments. Also, all six teachers are aware of how this context is exam-oriented and that the goal of foundation year students is to pass the course with the best grade so they can choose the major they want to study. Therefore, teachers seem to have adapted to this context by modifying their teaching practices in different ways, such as following the pacing guide, explaining every aspect of the curriculum, finishing the book, focusing on exam skills, and teaching students techniques to pass the exam.

When discussing teaching practices, Shams explained, *"Look, I try to go with what I have in my pacing guide and all that stuff...I have to finish the book…I have to run and be ahead of the pacing guide"*. Sura's answer was very similar: *"I try to cover the curriculum, I try to help them as much as I can; for me, the most important thing is to cover everything"*. Both teachers' main concern was to cover all the material that is required in the pacing guide to make sure that whatever comes in the exam is taught in class.

Rana described in detail how her main concern is for her students to pass the exam:

> *My focus is to feel that my students understand and have the information that makes them pass the exam and how to answer if they get this point. What I try to do is that when I interact with the students, I try to make sure that when students leave my class, they 100% pass the exam. When I talk to them about the exam, when I teach them, I do it thinking that the ELI has a specific way of exam questions. I don't teach them in my own way, which I believe is beneficial because, honestly, I think my way will be different.*

Rana stated that her only goal in teaching is for her students to pass the exam, and this changed her way of teaching. She explained how she adopted a new way of teaching that

ensures students passing the exam and stopped teaching in her way. Rana then explained in detail how she prepares her students for the exams:

> *I check how the ELI will examine them, and I teach them in a way to pass this exam. Because these are foundation year students, what is their goal? Their goal is to pass this year and move to the next one. Many of them, poor things, don't pass the course. Once the students come to my class, the first time I meet them, I tell them my way of teaching consists of two things. First, I concentrate on your writing because the writing develops all your other skills. Second, I try to teach as much as I can in a way that focuses on how they will pass the exam. I focus on the exam skills as much as possible; before I even start to teach, I look at the exam rubric, I try to see what is required of them, and I try to focus on that while I actually teach them. So when I teach, for example, a speaking question, I immediately say, while I am explaining the question, I will say, for example: you see this question? Make sure you know how to answer it because these kinds of questions actually come in the speaking exam. What I can do is give them the material that lets them pass the exam, and thank God, the students text me saying teacher, this question came, and I remembered what you said about it. So thank God I saw the difference with my students.*

Rana's description shows how keen she is to help her students pass the exam and feel sorry for them *"poor things"* when they don't pass. She expressed that her students are in their foundation year, that their goal is to pass and move to their bachelor's, and that passing seems to be more important to them than learning the language. It is also evident that she feels relieved when both her goal and her students' goal of passing the exam are fulfilled, and that makes her thankful and thinks that she has fulfilled her goal with them.

Nada agrees with Rana, stating that the students' goal is not to acquire the language but rather to pass the foundation year and get the grade that is required by the school they want to join:

> *So, for me, the main task and most important for the students as well is not to learn the language perse; maybe learning the language just comes as a product of the whole process, but then the process is, especially that these students have a lot at stake because the marks decide which schools they go to.*

Nada continued explaining how the students' goal is the reason behind her way of teaching, which she explained in the following extract:

> *So, the fact that we have to teach them the techniques that will help them pass the exam, the strategies that will help them pass the exams and get the best marks they could out of the course. And it makes you also teach in a way that you teach each and every teeny tiny thing because you know that anything can be tested, any tiny thing in the book can be tested, but then yeah, it is so embarrassing, but as a mom and as a person in management now it is easier to have things this way.*

Although Nada is convinced about her students' goal and her response of teaching every bit of the book that may be in the exam, again, this causes her embarrassment. Her description of her feeling of embarrassment was immediately followed by her acceptance and agreement with the system because of her position as a busy mother, and the system working for her benefit in that role, as well as her position as a member of the management unit, from which perspective she sees this system as agreeable and beneficial for the students. Also, it should be noted here that agreeing with the system and her acceptance did not change her feelings of embarrassment or her view of herself as a teacher.

Najwan, who agrees with not writing, marking, or even knowing what is included in the exam, had a similar teaching practice to the other four teachers. Najwan explained how important exams in this context are: "*Because we are very exam-oriented context, I take into consideration any exam in any situation".* Najwan then stated how she discusses the goal of her students with them to teach them in a way to achieve that goal:

> *I ask them what is your objective at the beginning of the course, what do you want. Don't tell me what you want to be; be honest with me. We start by them saying we care about the exam, tell me I want to pass, barely pass, that is fine, let's work on it. Most of them just want to pass. Or tell me no, I want to get a certain grade to enter a certain major, then I'll give you tips on how to study vocabulary, I'll give you tips on how to study grammar, and they pass the assessments with good grades. So this is what they always have in mind.*

She went on to elaborate on how discussing the objective of her students with them is what modifies her teaching practice. She explained that the focus of her teaching is preparing her

students for the exam. Najwan also explained her way of teaching her students and how she prepares them for any exam:

> *I realised the objective, the goal of all of this. I want to prepare them for any exam because I can't control the exam, so I want to prepare them for anything. So when I started to think this way, I changed and I started to be honest with the students; I tell them don't ask me what is coming in the exam, anything can come, you prepare yourselves, don't come and cry to me, I will tell you this is how you study this, is how you prepare for any exam, this is how you listen to the listening, so this is my way, how to take an exam and that is the focus of my teaching.*

It is interesting how Najwan explained how the lack of control over writing and knowing the exam's content is the reason behind changing her teaching practice. She also explained, as mentioned before, how she is honest with her students about the lack of knowledge and control over exams, which shows no embarrassment and less effect on her teacher's identity and view of self, which is only observed with this teacher.

So, five of the six teachers adapted their teaching according to the context and the exam policy in the ELI. The point that is clear here is that all five teachers' teaching methods (agency) were changed to adapt to the context where the teacher can't assess her students freely and has no access to their grades and exams. The fact that these teachers modified their teaching practice and, in some cases, changed their way of teaching indicates how they accept the policy even if they disagree with it. So, although they disagreed with the assessment policy in the ELI, they adapted and changed their teaching practice to ensure the best outcome for their students. Another important point here is that these teachers changed their teaching practice due to a specific policy and stopped teaching in the way they think is ideal or proper, which influences their teachers' identity in the long term.

4.5. Theme Three: View of the Unified System, View of Self, and Change Through Time

In the previous two sections, I analysed teachers' views, perceptions, and emotions in relation to two elements in this context: PD and assessment. In this section, I will focus on reporting findings relating to teachers' views and perceptions associated with the unified system in the ELI and how it affected them as teachers. It should be noted here that the unified system in the ELI implies that all students in the Preparatory Year Programme (PYP) are taught the same

book, take the same assessment, and follow exactly the same curriculum. PYP is a foundation year in KAU, which most students should take, regardless of their major and its language of instruction, which focuses heavily on improving specific skills, one of which is English proficiency, which ELI teachers are responsible for delivering.

When teachers talked about the unified system, they tend to express their views about different elements of this system and how teaching in this context makes them feel, view themselves, and how they changed because of it. This section discusses three subthemes: (1) the view and perspectives of the unified system, (2) the view of self as a teacher in this context, and (3) the change in identity and view of self through time.

4.5.1 View and Perspectives of the Unified System

In this section, I will start by presenting teachers' views and perceptions of the unified system in the ELI.

When teachers discussed their views and opinions about the unified system, all six agreed it is the best way to teach the foundation year students. Different discrete reasons occurred, such as ensuring the best educational outcome, fairness to the students, large numbers of, and differences between, teachers, and following accreditation requirements by higher authorities. Teachers also expressed different modifications they would like to have within this context, such as freedom in applying the pacing guide and curriculum and more time to apply different teaching practices. Teachers also expressed what they have compromised in this context, such as creativity, teaching outside the box, using certain teaching practices, having control over grades, teaching freely, and making learning a fun experience. Finally, although all teachers report agreement with the unified system, different emotions are aroused because of the lack of freedom and autonomy they experience, such as feelings of sadness and depression, not belonging, embarrassment, and imprisonment by policies.

Shams believes that having a unified system is the right way of teaching foundation year students.

> *You must have a structure because anything without a structure will be a mess because this is what is going to shape the actual outcomes. We need a structure because of the huge number of teachers we have and the huge number of students and sections. You*

can't leave everyone to their minds. You are teaching a foundation year, so everyone teaches the same thing: same book, same levels, same tracks, assessments, assignments, and exams; we all teach the same…You must have a structure to follow, or everyone will act as they wish and put their own policy and follow it; it doesn't work like that. This way, you confuse the students, and they will get lost…So it is for the students' benefit, yes, of course for the benefit of the students and the whole place; you have specific policies, you have specific timings, you have specific things that you need to develop and achieve.

Shams argues that having a structure and policies to follow is what provides a good outcome. Her reasons are the significant number of students and teachers, which she believes will be a mess if not all follow a unified structure, as she explained. This shows adequation in Shams's relation to the system in how she described the equivalence in teachers' roles and day-to-day experiences. Also, it seems that she sees the situation as either a unified system or completely based on individual teachers' decisions when she said, *"You can't leave everyone to their minds…You must have a structure to follow, or everyone will act as they wish and put their own policy and follow it".* A lack of nuance is apparent in Shams's words here; there is a very restrictive structure, which does not invite much input from teachers, but the alternative is no structure and absolute chaos. This may be due to the culture where education in schools is unified for twelve years, while in the university, it moves to a completely different system where each teacher has complete control over the subject she teaches. Finally, she confirmed that this uniformity is for the benefit of the students. Shams then continued saying:

It doesn't hurt to modify it now and then; it doesn't hurt to see, for example, the teachers that succeed in certain tracks or levels give them privileges, who will give you new things, the actual teachers, ok don't give the privilege to certain teachers, ask teachers who teach a certain level to send suggestions, they may come up with ideas that are suitable to us and to our students.

Shams's extract shows that although she agrees with the system, she still believes that teachers performing well in teaching should have an opinion, and their suggestions should be considered. The quote shows that she positions herself as one of the good teachers in relation to other teachers in the context who should not get that privilege *"certain teachers".* Therefore, she should be able to express her opinion and have some insight into modifying

the system. It also shows that her views might show self-interest to an extent (or seeing the world according to her desires, perspective, and position) and might show a slightly negative picture of those she does not identify as high-performing or experienced (presumably, they would bring chaos, where her voice would be beneficial). Her positioning as one of the better-performing teachers is also observed in the following quote when she started to explain some of the modifications she would like to make to the curriculum:

> *For example, give me the pacing guide and tell me you have to cover this material by this time; you are supposed to be finishing at least half of the book by this time. Give me the dates, and I will work accordingly, but don't come and tell me week one; you have to do listening from this book, reading from this book and these pages, and then you will do the assessment. Why? You could be more creative, you could have on-site activities, and you could cover the pacing guide, but start with the last unit; why not…I compromised creativity in this context.*

So, Shams does not want to choose the book or create her material; she wants freedom and autonomy within the unified system, which she believes will allow her to be creative in teaching. The request for freedom and autonomy within the top-down policies and her need for creativity show that she is invested in the programme here, and perhaps she does not want her class to outperform others while creating incoherence in students' experience. Investment in the context is also demonstrated in the following quote:

> *Honestly, I feel motivated to teach the students as much as possible. Of course, we finish the book and all these things, but the more you give the students the time to think outside of the book, the more you feel satisfied, and I hope I can be this teacher that I stick to what I have, but it doesn't hurt that you teach the students that life is not 1234567 but sometimes 1236745.*

Shams is still motivated in this context. She showed a high level of acceptance of the policies and curriculum when she said, *"Of course, we finish the book",* with only her need for some modifications, especially the teaching sequence. Her investment in the context is also shown in her need to teach outside the box, which she seems to have compromised in this context. Shams then explained how teaching in this context makes her feel:

Okay, why don't I have that privilege? You feel so down…The same way I feel about not knowing what is in the exam as if you are an outsider; your role is to apply what they told you, and that's it…It affects me in a very negative way.

So, the lack of autonomy with the policies of the ELI makes the teacher feel down and experience negative feelings, and, most importantly, she positions herself as an outsider, which shows how she relates herself to the context. She referred to the same feelings she experienced regarding assessment, which was explained earlier.

Nada agrees with Shams about the importance of the unified system:

Having pacing guides and stuff makes things easier, and it creates conformity and some sort of a uniform way to make things; when you have such a huge number of students, you need to make sure that there is some sort of fairness in terms of teaching, in terms of content, in terms of the way they're being assessed, without having unified system there is no way you can successfully ensure fairness, so I'm not opposed to the fact of having a pacing guide. I don't think that pacing guides and a unified sort of curriculum are a bad thing; I think it's a brilliant thing, especially in our context, because there is no way we can ensure fairness, so it's extremely important. We cannot leave things to the integrity and discretion of teachers because not all teachers, 200 teachers, not all of them have the same commitment, integrity, and discretion.

Nada started by explaining how having a unified curriculum, books, and pacing guides is an excellent way to teach foundation year students. Like Shams, she believes that due to the significant number of students and teachers, a unified system is the only way to ensure fairness. She also questioned teachers' integrity, commitment, and discretion, and that is another reason for her supporting the unified system. Also, as with Shams, Nada seems to position herself as different from other teachers in terms of commitment, integrity, and discretion. Her positioning of self when she said: "there is no way we can ensure fairness" and "we cannot leave things to the integrity and discretion of teachers", where she used "we" to position herself, shows that she does not consider herself one of those teachers she is talking about which is, as in the case of Shams, is not only the positioning of difference but also of superiority to some other teachers. Nada continued explaining how her being a part of the testing and curriculum unit is what makes her support the unified system:

Being part of the curriculum and testing unit, I believe that there is no way we could achieve uniformity and fairness without having this system. This is the best situation especially that I am now management, and not only management, I am a supervisor in the curriculum and testing unit in the women's section; you are given certain things, you are given certain parameters, and you are asked to fulfil these parameters, especially with the accreditation, your students need to move from one level to another, so we need to use books to move them from one level to another, and if we don't finish as much as possible you won't be able to move students from one level to another, so that is one thing, the other thing is standardisation, standardisation and insuring unified standers as much as possible, we have about 200 sections, how can we ensure standardisation without specific instructions, without giving teachers exact page numbers, exact practices to follow.

Nada, in this quote, positions herself not as a teacher but as a member of the testing and curriculum unit. This position, she believes, is behind her understanding that this unified system is a must, firstly, for the accreditation, which has its set standards, and, secondly, to achieve standardisation, which she thinks is achieved by a fixed curriculum, pacing guides, and books. This may mean that she believes that without this position (if she is only a teacher), she may not have understood or accepted the system. She also referred to teachers' qualifications and how, without this system, teachers may not teach in the way they should:

So, we can't leave things to teachers' discretion because teachers are not at the same level of qualifications, they are not at the same level of honesty and integrity in terms of delivering the lessons, so if we give teachers time, how do you know how they are going to use this time. How do you know that, especially that you don't have a very strong monitoring system for teachers' practices? How do you know that the teacher will finish the lesson in one hour and spend the next two hours practising and performing and testing students' performance and giving them extra activities and doing the flip classroom learning and doing anything else we learn about in these trainings? How do you ensure this? How do you ensure the application? How do you ensure the teacher's understanding? That is why direct instructions and clear specifications for what needs to be done are needed, because of the size of our institution.

Her voice in this quote shows her position in relation to policies and rules. Her statement shows how policy and regulations are acceptable in this context and how, through rules and policies, teachers are expected to teach better rather than having their freedom and control in their classrooms. She believes that ensuring the proper application is done by the unified system, especially without having a mentoring system that can ensure that teachers are using the time in the right way. So not only does Nada accept policies, regulations, and rules, but she also accepts having a monitoring system to ensure teachers' performances and discretion, which again shows her position towards other teachers (who need monitoring to ensure the quality of their practices). Also, as mentioned by Shams, there is a lack of trust and confidence in other teachers, whom she is not confident will teach in the expected way if they have complete freedom and autonomy. An important point to make here is that questioning other teachers' integrity, teaching, and classroom decisions by Nada, Shams, and other teachers later in this section is only mentioned in the case of allowing them to have more control, freedom, and autonomy; at the same time, if they teach within a unified system, this is not a problem, and they are expected to achieve the desired outcomes and goals.

Nada and Shams's position regarding the unified system differs from their earlier position in relation to some elements in this context, such as assessment and grading, discussed above. It even differs from their emotions and feelings about teaching in this context, which is discussed below. While teachers showed the need for freedom, autonomy, and control and expressed different emotions that arose due to the lack of these elements when teaching in this context, their position regarding the unified system seems to show their agreement with it. This may be because, when teachers discussed their position in relation to assessment and PD, they were thinking of their teaching and their needs, while when they were discussing the unified system, they focused on practicality and students' best interests.

Nada then explained how this system affects her achievements and what she has compromised:

> *I don't make the achievements I want; I make the best achievements possible within the parameters I have…I compromise good teaching practices as found in research and followed by the biggest language schools in the world.*

Although Nada is a great supporter of the system, she is aware of its limitations. She believes that her accomplishments with the students are limited due to policies, and as she described

the parameters of the context. She also feels that she is compromising on applying certain teaching practices that are done in the most developed language teaching schools all over the world.

Finally, Nada explained how teaching in this context, with which she agrees and supports its policies and regulations, makes her feel:

> *It is embarrassing that you don't have any freedom over your class, and you don't do any of the tasks you imagine teachers do, like planning a course, designing a curriculum, choosing the textbook; we don't do this, so it is really embarrassing, we can always pretend to do so if you don't know my context, I will close my mouth and be quiet, but if you know my context, I can talk about it. But also, it is a good thing that you don't have to do a lot of work on your own when you have time constraints and have someone do things for you. Also, it is a nice thing that you have freedom…it's a dilemma, being part of the curriculum and testing unit, there is no way we could achieve uniformity, achieve fairness without having this system…this is the best situation.*

Nada explained how she feels embarrassed to tell people about her context. By saying that she pretends to do tasks only with people who do not know her context, she is showing that she believes that these tasks are part of a teacher's duties and the fact that they do not do it affects the way they are looked at by others (as less competent or authentic university teachers). So because she is part of the curriculum and testing unit, and because she supports the system and believes it is the best situation, as she explained, she does not mind people who understand the context knowing that she does not have freedom or autonomy. Pretending to do the tasks she believes are part of being a teacher was thoroughly discussed by Nada and Mayar in the assessment theme, and how lying about it makes them feel better. This shows how vital autonomy and control are for these teachers and how lacking them leads them to pretend to be more involved in what they see as authentic duties for competent teachers than they are. Finally, Nada referred to a dilemma between understanding the context, and how it is the best way to ensure quality, fairness, and good education for the students, and her need for autonomy, control, and freedom as a teacher.

Najwan also believes that the unified system is for the benefit of the students, she explained saying:

I think without this system we will not be fair to students; you must have a criterion to follow, to be honest, with this huge number of students and the teachers' work ethics, I think without this system we may be unfair to the students. For example, a teacher may be stricter than she is supposed to. I am not saying that she is unfair, but maybe a teacher will be more lenient in the grades than a strict teacher, which is unfair to the students. So, the system is not ideal, but there is no ideal in education, and with the huge number of students, it is the best situation.

Najwan also confirmed that without a unified system, differences between teachers are the reason for being unfair to students. Referring to differences between teachers seems to be a negative point with Najwan. However, in other contexts, or let's say, cultures, these differences may be seen as a benefit for students in terms of being exposed to different types of teaching and learning experiences. Then Najwan explained how she came to support the system: *"I attended a PD session which helped me understand the system, and that's how I understood it".* When she explained how understanding the system is the reason for her accepting it, I asked her, *"Did you accept it?"* and her answer was*: "No, I don't accept it. I like it, and I am convinced that it is the right thing to do".* The distinction Najwan makes here between acceptance and liking the systems is essential in terms of her sense of autonomy. She feels she actively agrees with the approach rather than merely accepting it because she is forced to do so.

Najwan also believes that she can achieve her goals in this context:

Thank God I can achieve my goals; I do it by motivating students towards doing better. Also, I believe that they are responsible, and I believe in autonomy; I believe in responsible learning, that they are responsible for their learning, and I believe they have the ability to do so. I always tell them that you reached this level and managed to get accepted into KAU, which is not an easy thing, so don't depend on me.

Najwan explained that she can achieve her goals by motivating students; this may be due to her educational background, which is in L2 students' motivation. This background may result from her education and belief that students should be autonomous, and that is how they succeed in this context, which shows that she does not think the system is affecting teaching and learning. This view was also confirmed when she mentioned that she has not compromised anything in this context:

I don't think I have compromised anything. The only thing I want to do and am not supposed to do is help students with their grades; just give them a push in grades if needed. I know I should not interfere with grades. I don't think this is a compromise, but honestly, I miss that part; I miss having the power to do so.

Najwan explained how the only thing she needs in this context is to have power and control over students' grades. She believes she should not have the right as a teacher to change students' grades but wishes to help her students pass the test, which is the main goal in this exam-oriented context (explained earlier in the assessment theme).

Sura started by explaining that she is not against the unified system:

I am not against it, I am not against them deciding the book or giving me a pacing guide, it's not a problem, not for me, because for sure they studied it and consulted a specialised committee, it's not haphazardly going, so I trust them although I don't really like the book, because we may find a better one.

By stating that the choices made by the ELI regarding the book and the pacing guide are well-studied and consulted by higher committees, Sura shows that she trusts their choices and decisions. It also shows her position in relation to higher authorities and large-scale programmes, in whose decisions she seems to believe in, trust, and accept. It is interesting that despite noticing issues, such as the book in Sura's case, teachers are positive about their situation. Sura continued explaining:

The foundation has to be unified; you have a huge number of teachers, and you can't ensure that all of them will give the same quality, so you must be systematic; you decide the textbook and the material for them, so we ensure that all of our students get the same quality, textbook, and material.

Again, Sura agrees with the other teachers in the necessity of the unified system due to the significant number of teachers. This also shows her view of teachers and their lack of confidence in their teaching and how quality cannot be ensured unless everything is unified and systematic. Sura believes that she can achieve her goals by experience, which taught her how to move around the system: *"By experience, you learn how to manoeuvre and what to focus on and what not".* The only thing she believes she compromised in this context is to *"make learning fun",* which was also discussed above by Sura as an essential element in

teaching that she lacks in this context. Sura then explained how teaching in this context makes her feel; she described how it gives her a feeling of lack of control as a teacher:

> *It is as you are in a school, not in a university…We are not complaining; if it's about having less work, then we are happy, and life is easier with a pacing guide, but it is about wanting to teach perfectly, so just give me more time; I need more time to teach what you want me to cover.*

As mentioned by Mayar previously, a comparison with a schoolteacher is made by Sura as a connotation of lack of freedom and control. She immediately explained that the pacing guide makes teaching more accessible for her as a teacher, but she seeks to teach in the best way she can. Finally, Sura explained that more time is what she needs for better teaching in this context.

Rana, who is now a member of the administrative team, explained the importance of the unified system from an organisational perspective:

> *From organisational and administrative terms, there is an accreditation which comes with restrictions, and to keep the ELI accredited, we need to cooperate systematically. Also, ELI is an academic institute that is related to KAU, which is also trying to get accreditation that is related to the Ministry of Education.*

As mentioned by Nada and Najwan, Rana explained that the ELI is an institute related to KAU, and both must keep the accreditation terms and policies, which is done via a unified system for the foundation year. She then explained how the unified system is better because teachers may have other administrative work, which makes a pacing guide and a unified system an excellent help for them:

> *If the teachers are busy, and I would say they are because they all have administrative work and positions, it will definitely help them, although I think it's a double-edged sword. We do want freedom of teaching, but without the time, we cannot do it, and it will be a mess, so just about the balance of it. So, for me, it makes me feel safe that although I am busy, I will not give less in teaching students, so honestly, the pacing guide and the whole system give me the balance I need.*

So Rana, who always mentions how busy she is, generalised in her belief that all teachers share her circumstances in being busy and prefer to have things done for them. She agrees that it is a double-edged sword, which is the exact metaphor used by Nada when discussing assessment, and that she would like to have more autonomy and freedom in teaching, yet still believes that this system gives her the balance she needs to teach and work in the best way she could. Then Rana started to express what she compromised in this context:

> *Unfortunately, we don't have the freedom to apply some teaching techniques, but for me, I don't consider it unfortunate; I think it is okay because I have so many other responsibilities and my baby and my new family life, so I have so many things to do, and the idea that I am just a link between the ELI and a student helps me…There is little compromise for both the teacher and the student, and also, we can be not following the pacing guide 100% to find a little freedom to learn and teach.*

So, compromising some teaching techniques is the downside of the unified system for Rana. Motherhood is mentioned again by Rana when she explained how the system works for her benefit and how it suits her administrative work and family life. This statement shows how Rana positions herself as both a mother and person in the administrative field, rather than just a teacher, when she relates herself to the context. She described herself as a link between the ELI and students, which does not seem to affect her as a teacher (explained further in section 4.5.3). She finally stated her wish for a little freedom in applying the policies and how this is a compromise she and her students face in this context.

Mayar started by approving of the context and how the unified system is the right thing for the foundation year: *"They have to be structured because we are teaching preparatory year".* But then she continued explaining what bothers her in this context:

> *I am not against the context. I don't find any problem with the context, but I think that the problem is in applying the context…I think we should have some modifications in the policies, for example, take the teachers' opinions, or give me some freedom within teaching rather than restricting me with exact page numbers, so give me a curriculum and a pacing guide, you have to give me some space of freedom, I am a university teacher teaching university-level students, give me some choices in even parts of the curriculum, in leading my class…sometimes you go to teach feeling depressed that you have to teach in this way, with a specific way, so it is depressing, I sometimes feel that*

I am prisoned, I am prisoned by instructions, by rules…The bottom line is I think our curriculum is our prison in teaching.

Mayar, like most of the teachers, believes that what she needs in this context is some modifications and freedom to, as she describes, lead her class. She explained how she wants her voice to be heard and how she needs the freedom and autonomy that she deserves as a university teacher. The lack of freedom, control, and voice in this context makes her feel depressed and imprisoned within these policies and restrictions. Also, the way Mayar said, *"I am a university teacher"*, shows the position she believes that she lacks but other university teachers have. As with Shams, Nada, and Sura, Mayar shows different positions in relation to the context. As a teacher, she lacks autonomy and freedom, needs control and certain teaching practices that she is not performing, which other university teachers do and therefore pretend to be doing, and experiences different emotions due to varying factors in the context. On the other hand, when looking at practicality and students' benefits, Mayar's position to the unified system shows her acceptance of its rules and regulations with a need for certain modifications within the system.

So, we can observe that all teachers agree with the unified system and think this is the best way to ensure good education and fairness for the students. On the other hand, five of the six teachers expressed different ways they would like to modify the system and its policies, what they have compromised in this context, and how the lack of these modifications and the compromises they have made affect their emotions and identities as teachers. In the following subtheme, I will present data illustrating how teachers feel about their jobs and how they see themselves in relation to the context.

4.5.2 View of Self in Relation to the Context

Throughout the interviews, teachers described and explained their view of their jobs as teachers and how they see themselves in this context. Many of these views were expressed in relation to essential elements in this context, such as PD and assessment. In the following section, I will present teachers' views and feelings towards their jobs, their views of themselves as teachers, and how this context affects their teacher identity, agency, and emotions.

All six teachers expressed how they love and enjoy teaching. They described themselves in different ways in relation to their context. Different metaphors were used to describe themselves and their roles, such as robots, tools to deliver, parrots, machines, links, and schoolteachers. Teachers also described themselves as positive, belonging to the context, and driven. Also, different feelings were expressed, such as feeling down, embarrassed, frustrated, relieved, and content.

Shams explained her emotions toward teaching: *"I love teaching; I started this career with love and still love it".* After expressing her love for being a teacher and her passion for what she does, Shams described teaching as a challenging career that has a lot of emotions and how she experiences these emotions all the time:

> *Look, to be a teacher is not easy; you are going to face all feelings all the time with everything, and there comes a time you feel so down because you have a lot that you want to accomplish and you can't find time, and at the same time you feel that you are committed to giving the students the best you can with dedication.*

One of the reasons she believes behind the difficulty of this career is time and how when she cannot accomplish what she wants, it affects her as a teacher. Time has been an essential theme throughout the data. It was mentioned in relation to PD, assessment, and now to the whole teaching career. Teachers referred to time as an asset (in some cases a luxury) that they don't possess and in a continuous need for better teaching, PD application, and even the reason for their acceptance for their lack of control of some teaching practices they wish to apply (such as writing exams). Shams also positions herself in relation to her job and students as a committed teacher who teaches with dedication. The way Shams explained that in this context, she sees herself as a tool to deliver knowledge to students and nothing beyond that*: "just a tool to deliver what they want you to deliver, and your role is done"* shows how she positions herself in relation to her students. She also positioned herself earlier as a *"robot"* and a *"مرمطون"* which is a slang word that describes a person who has no role and is controlled by others in relation to assessment. All three positions are similar in that they have a connotation of lack of freedom, control, and autonomy in relation to different elements in the context. So, even though Shams agrees with the policies and the unified system in the ELI, it still affects her identity as a teacher and how she views and positions herself in this context.

Nada started by explaining how she loves her job:

This is our source of living; this is our job that provides educational opportunities that we took and studied abroad and got the education we have. I am married to a Dr. at this university; I live on the university campus. Do you see to what extent I am intertwined with the university? So this should be our place. Also, after I lived on the university campus, I had surgery in the university hospital, so I started to feel that this is where I lived and grew older. I look at the employees with love; I am so romantic about it; I like to see the security men; I look at the students with love; I walk and say hi to the administrator; they may think I am crazy, that's how I feel.

Nada was one of the teachers who reports loving everything about her job and workplace. Relationality to her job is not only as her source of living but also in education, marriage, and even health, which demonstrates a high sense of belonging and connection. She passionately explained how she loves the people who work there and how romantic she feels about being in this place. Then Nada described how she feels as a teacher within all the policies and rules: *"I just go and parrot on what's being available in the pacing guide and the instruction packet; I am just like a parrot, let's say, like a machine".* So again, although Nada works in the curriculum and testing unit, supports the rules and regulations in this environment, and loves her job, she still has this feeling that she is just a parrot and a transmitter of knowledge without feeling that she is adding something as a teacher in this context. It is interesting how she positions herself as a *"parrot"* and a *"machine",* which is, as in the case of Shams, a connotation of lack of freedom, control, and autonomy, and at the same time relates herself to every element in this context with love, belonging, and dedication, and also agrees with all its policies and regulations.

It may be that Nada positions herself differently in relation to different factors; that is, when looking at the context and the unified system, she positions herself in relation to the students' benefit and as a member of the testing unit, and therefore she agrees with the system; when looking at PD and its applicability she positions herself in relation to herself as a teacher and her teaching practice in the classroom, and therefore thinks of its relevance and her teaching practices, and when looking at herself as a teacher in relation to her students and teaching practices in the classroom, she positions herself as a parrot and a machine. It seems that different positioning by teachers may be because they relate themselves differently to different elements in this context.

Najwan was also one of the teachers who expressed her love for her job: *"I enjoy teaching, and I love teaching".* Najwan then explained how the policies and regulations don't affect her as a teacher:

> *I think because I love my job, I don't allow anything to bother me; whatever the situation is, I adapt to it because I always focus on the positive, which is again interacting with students and their stories. Maybe this is why I quickly adapt to it because I enjoy teaching whatever changes…By the way, this is how I am in other matters of life; I always adapt to the environment. Maybe at the beginning, I complain and nag a little just to let it out, but then I adapt and move on. Also, I see myself that I have enough knowledge, I know enough, I have gained experience from ELI, and I gained enough skills to know what works and what doesn't work.*

Najwan explained that her love of teaching makes her adapt to the context without allowing it to affect her. She described herself as a lenient person who easily adapts and accepts the context. This may be because of her personality, as she explained, or also because of the culture that is based on top-down policies where rules and regulations are expected to be followed. It is also apparent how Najwan positions herself as a knowledgeable and experienced teacher, which she frames as the reason behind her acceptance of the context.

Rana also started by explaining how she loves her job: *"Honestly, I didn't see myself ending here; it wasn't one of my interests before doing my PhD, but I am here, and I am enjoying it".* So, Rana may have had different future goals before her PhD, but now she is happy with where she is and enjoying teaching foundation year students. Rana then explained how teaching in this context, with all its policies and regulations, affects her as a teacher:

> *I don't like to think of it negatively. I used to see myself as a robot that is requested to transmit what the ELI wants to students, but now the way I see myself is as a link between the ELI and the students; because of my experience and what I learnt, I know in what ways students benefit and how to pass their exam.*

Rana explained how she used to feel like a robot when transmitting knowledge to students in this context. She continued saying that now she feels like a link between the ELI and the students, and that is because she learnt and got the experience that taught her how to teach students in this context and, more importantly, help students pass their exams. The change

in position in relation to the curriculum between viewing herself as a robot and then, by time and experience, viewing herself as a link seems to be a change that Rana accepts and sees as a development, which will be discussed later in the next section (4.4.3).

Sura explained how she sees herself in this context, saying:

> *It's not easy; you feel that you are deteriorating, you have no value, you don't feel like a PhD holder, as if you are a teacher as if you are in a school, not a university…Follow the book, don't change the pacing guide, just give me one thing to control…some people are happy with it, but the rest are frustrated.*

Sura feels that the policies and the lack of control cause her to think that she is deteriorating, and that frustrates her. As opposed to Rana, who, by time her self-positioning changed in relation to the curriculum, seems to be considered as a development or an improvement, Sura perceived change that took an opposite route which is described as 'deteriorating'. Again, a comparison to a schoolteacher was made, which shows how these university teachers position themselves when control and autonomy are taken from them. This comparison is interesting because teachers present it as a negative one, while what is similar between school and this context is the unified system where students are treated the same, assessed in the same way, and teachers are expected to deliver the curriculum in the same way, which is what participants valued about the unified system and where they agreed it is the best way to teach foundation year students. So, what seems to be compared is not the characteristics of these two contexts but rather the elements in them, such as the status of the teachers and the control and freedom they lack. Sura then expressed her emotions toward her job and how working in the context affected her teaching:

> *I am still driven, I love to teach, love to help the students, and if you love what you do no matter what difficulties and frustration you feel from the administration and the management, or any circumstances you face, you love what you are doing so you try hard to give your best. My conscience doesn't allow me to give them the minimum to skip anything; how can I skip, even if I don't have enough time? I don't care if they know or not; I am content with myself and my performance; I give what I can, and more than that, I can't. May God forgive me if I didn't do enough; I don't like the feeling of not doing everything I can; it tiers me. It is not about them knowing; it's between me and myself. I can't forgive myself if I feel that I didn't do my best with my students.*

Sura explained that her love of teaching makes her teach the best way she can, no matter what difficulties she faces. She presents herself as a perfectionist who tries her best to give her students what they deserve, but who she believes deserve more than what they are getting. She even asked for God's forgiveness if she is not giving her best, and she expressed how her dedication and effective teaching make her feel good about herself. She also mentioned that what she is doing is for herself and not to be appreciated by the ELI.

Mayar started by expressing her love for her job:

> *I love everything I do in my work, I love teaching, love meeting students, love everything inside my classroom, my work, everything, but there is a conflict; it's not complete happiness; as I said, there are some things I am supposed to have freedom in, I am not against them guiding us, but sorry I am not a robot.*

Mayar explained that there is a conflict between the love of her job and the lack of freedom she experiences in this context. She positions herself in relation to students as a teacher who loves her job, her students, and her classroom; on the other hand, when she positions herself in relation to policies and different elements that take away her freedom, she used the word *'robot'* which as mentioned earlier by Shams and Rana, as a connotation of following rules and lack of freedom and control. She continued by saying:

> *I don't like to criticise and whine about things I lose, as I am a positive person in general, I hate to deal with that negatively…Do you know the teacher in a public school? She is better than me in many things.*

After initially saying that she is a positive person, which other teachers also mentioned, showing that they are not just complaining about their jobs, Mayar compared herself to a schoolteacher, which is also a comparison that was made by some other teachers in earlier themes to illustrate the lack of freedom and control. The way she said *"things I lose"* shows that she refers to autonomy and control as something she has lost in this context. In the following quote, Mayar said that she does not tell anyone about her context, which is also the case with Nada:

> *There are things I feel ashamed to tell people about, including my husband and in-laws, because it takes away my reputation as a university teacher because telling people will not give the reputation of a university teacher who should have the choice even for*

parts of the curriculum and can lead her class, who can invent, create, so sorry, this takes away my prestige, and that's why I don't share it…No one knows; they think we are normal teachers.

This extract shows the teacher's embarrassment about the lack of freedom, which makes her hide her context from others, especially her husband and in-laws, who, in this culture, hold an essential position in women's lives, as mentioned above. This feeling of embarrassment in relation to the context was expressed earlier by Nada: *"We don't do this, so it is really embarrassing; we can always pretend to do so if you don't know my context",* which she also decided to hide from people and pretend to be doing practices she is not. Also, the way she said *"reputation of a university teacher"* and *"normal teacher"* shows her view of a university teacher as having control and autonomy. Because she lacks that control and autonomy, it affects her view of herself, which she expressed by *"take away my prestige".* Mayar continued saying:

If you want to talk about feelings, then I am so hurt; I am prisoned in my place of work, someone is taking away heaven from me, taking your authority that you disserve by all means, you are a teacher who studied, taught, and put a lot of effort, what is happening is really painful.

This extract shows how she is affected by the lack of control and autonomy, which makes her feel imprisoned, but also illustrates how she views her work as her prison and how taking her authority is like taking away her heaven, which shows the love toward her job and the importance of control and autonomy to her. Finally, Mayar explained that she can teach in this context in her own way: "*There are many good things; I am managing everything, I go to my class and teach with love and dedication, and the girls interact with me; the only thing I miss is creativity".* So, Mayar ended by saying that she knows there are good things about this context and that she can teach with love and dedication, missing only, as she stated, creativity in teaching. It is interesting how Mayar's comment does not reflect her data presented above; that is, throughout the discussion, she mentioned that she lacks autonomy, control, and impact on the curriculum, but here she stated that the only thing she misses is creativity. This may seem like a contradiction, but it could show that she feels the loss of control and autonomy most when her creativity is stifled, which links her sense of agency and identity.

As analysed in this section, all teachers expressed their love and enjoyment of teaching. A conflict is observed between teachers' love of teaching and their agreement with the context, which was explained in the previous subtheme, and their negative views expressed about themselves in this context, such as feeling like a robot or a parrot and experiencing different feelings such as frustration and embarrassment. It is interesting to observe how all six teachers agree with the context and love their jobs and, at the same time, experience negative emotions about being a teacher in the same context they agree with. Another interesting observation is that some participants change their position when talking about different elements in their context; for example, when evaluating the overall structure, they paint a relatively optimistic picture, but when referring to details, they can reveal issues with power, freedom, and professional autonomy. By looking deep into their discussions, we can see that emotions map onto that change of position.

In the following subtheme, I will present data illustrating how teachers change through time in this context in terms of their identity, view of self, and teaching practices.

4.5.3 Change in Identity and View of Self Through Time

Throughout the interviews, teachers expressed how they agreed with the context and how it affected their identities, emotions, and teaching practices. In this section, I will analyse how teachers changed in this context. Most of the teachers left for their scholarships before the PYP was established, and when they came back, they found the new unified system. Therefore, when teachers discussed the change they have experienced, they expressed how they have changed since they came back from their scholarships and started teaching foundation year students in the PYP with the policies and rules of the context until now.

Some of the changes mentioned by teachers were related to teaching practices such as modifying the curriculum, focusing on important information, skipping what will not occur in the exam, or even communicating with students to achieve goals. Other changes were related to teachers' identity, such as becoming more flexible, realistic, understanding, compromising, accepting change, and practical.

Shams explained how she changed, saying:

Look, when I first came, I used to feel that I really have to stick strictly to all rules and policies; they said this week I have to finish from page 1 to page 17; I plan my whole week accordingly. Today, I will finish these pages, and tomorrow these pages. I used to fear that one of the students would say I was giving things outside the curriculum or telling us things that are not required because even the activities are not in the book; they know, and they have the pacing guide. But over time, I felt, why not break the routine? I will give them what is required, but every day, we can spare 10 to 15 minutes, choose 3 to 5 students, and let them elaborate.

In this extract, Shams described how her teaching practice has changed since she came back from her scholarship until now. She explained that when she first came back, she used to follow the pacing guide precisely as was requested, but now she modifies it and allows students to elaborate in each class. This shows, firstly, how the teacher now has more autonomy and control to modify some of the rules and policies but within the parameters allowed. Also, it shows how she reports becoming stronger in the sense that she is not worried if higher authority knew of the changes she is implying in her classroom. I also believe that accepting the rules and policies is the reason behind this change since the teacher is applying what is requested of her and adding some creativity and, as she expressed, allowing them to *"elaborate"* in her classroom.

Nada described her change, saying:

How did I change? I became more flexible; I go with the flow; I'm not as stubborn as I used to be; I accept the status goals, especially that I am now in management, I know what is happening behind the scenes, I know there are loads of politics, I mean when we deal with publishers, when we deal with assessment, item writers, there is a lot of tension going on, so I kind of feel more sympathetic towards the practices of ELI…I understand the logic behind them, not happy with them, there is a reason for everything, everything you hate, there is a reason for it…So I think this is the best way, but then this is not convenient, so what we do is just to go with the flow and accept it, and I don't complain, I complain less, way less.

Nada explained how she sees herself as more flexible and lenient than she used to be. She believes that every policy and rule have a reason behind them and that understanding what is happening behind the scenes is the reason behind her change. Also, she described herself

as more accepting and less complaining. So, for Nada, the change she is interested in showing is not in her teaching practice, which she mentioned earlier in relation to assessment; instead, she mentioned positive changes in her personality as a teacher. Time has an important role not only in teachers' practices and way of adaptation in this context but, more importantly, in the change of the positions of these teachers. We can observe the evolution of Nada's experience toward the system; she first was against it, and now she is sympathetic and understands its logic. Also, she used to complain about it, which shows rejection, and now, although she is still not happy about it, she complains less, which may be a sign of acceptance. What is also interesting is the level of awareness of this change and the reasons behind it, which is observed with Nada and other participants.

Rana also explained how she has changed since she came back from her scholarship:

> *You know when you come back, you are passionate, and you want to change the world and do a lot of things, but what I was faced with is this pacing guide…I felt like a robot…I used to say why don't they give me a CD that I go to class and turn on instead of teaching. Then I started to see the levels of the students, and I started to say that the actual material, pacing guide, and book are actually good, and the curriculum is a perfect fit for the students, and I felt that this is what is supposed to be…I became more realistic and more understanding, I learnt to compromise, I learnt to go with the flow as much as needed, to not focus so much on the things that I want to do as much as what needs to be done, again without compromising what the students need…Now, I view myself as a link between the ELI and the students, I deliver what ELI wants me to deliver to the students, but in my own way, with my experience and what I've learnt, I can see what benefits them and what doesn't, and what helps them pass the exam.*

Rana also started by saying how she felt when she returned from the scholarship and how enthusiastic she was to teach after studying abroad and getting her certificate. She described how facing this context with its policies and regulations made her feel like a robot to the extent that she ironically suggested playing a CD instead of teaching the lesson. Then, after teaching in this context for some time, she reports realising that this system is the best way to teach in this context. This realisation was followed by describing herself as changing to be more realistic, understanding, and flexible and how she learnt to compromise. She also explained how she focused more on the goal without compromising what students need. Therefore, via

time, experience, and knowledge, the change of relation to the context from not agreeing with it to realising it is for the best and benefits her students is what changed Rana's positioning of self from a robot to a link between the ELI and students. So unlike Shams and Mayar, who still position themselves as robots in relation to this context, Rana changed over time to a different position. Also, it is observed how Rana sees her change in this context as a development and progress that she seems to be proud of.

Najwan also referred to the time when she first came and started teaching in the new system:

> *So especially when I first came back, when I left, the system was different, so at first it used to really bother me…I felt I needed to make sense of it all…Now I realise that it wasn't the knowledge and skills I was looking for; I wasn't lost or not convinced of the system. Rather, I was used to something, and I came back and found something different. Now, these things don't make me anxious, not that I became more flexible; I have always been so flexible…I became convinced with the system.*

Najwan explained how the context bothered her when she first came back and how she needed to understand and make sense of it. Then she explained how, over time, she became convinced of the system and how she now realises that it is the change that bothered her and not the fact that she did not understand the system. This realisation shows how Najwan is aware of her feelings and of the change she has experienced through time.

Mayar explained how she changed, saying:

> *I feel that I changed and thankfully became more familiar with the system; I know all the levels I teach, spend less time preparing for the lesson, I don't panic from the urgent emails sent, and honestly, it is easier for me now…You become without feelings; at this age, you don't care anymore. I became the queen of knowing how to deal with them, how to ignore some of the things they want us to do, and things now take a shorter time; it's not acceptance, acceptance comes with joy, it's not caring.*

Mayar explained first that she became aware of the system and more familiar with the context, and, at the same time, less bothered by it. She then described how she changed in relation to the context in that she does not care about the policies anymore, has no feelings and reactions, and does not apply everything she is supposed to. She confirmed that her change does not mean she accepts the context; instead, she does not care as she used to,

which is why she now does not react to policies and regulations. This change was described positively, mainly when she used the phrase *"queen of knowing how to deal with them".* Change of positions is interesting in Mayar's discussion; earlier, when looking at her position in relation to the unified system, she agreed it is the best way to teach foundation year students because she was looking at practicality and students' benefit. But when she looked at her teaching and her needs as a teacher, her position changed to rejection of various elements in the context. She then explained how she changed with her students:

> *What I am doing with my students is that I build a bridge between them and me, and I always call it love; I build the bridge with everyone in my life, but with my students, in particular, I love to teach them by love, I mean by having good relation with them to make them make a good relation with Mayar herself, to give them my email, anytime you can contact me, you can tell me about your personal lives, you can WhatsApp me, this is my Twitter account, if you want to learn more about me, that is my free character, that is my cool character…If I describe how I have changed since I started teaching till today, I would say by building these bridges block by block until I figured out how to invent my own way so nothing can affect me, whether it's ELI surprises, an email, or even policies…I know how to lead my class by building all these bridges, and students always work by having my own policies, which I am happy about.*

Mayar explained how she changed with her students in this context. She described how she creates a relationship with her students, which she calls bridges, to achieve her goals in teaching, how the love and communication with her students is her solution to any rule and regulation, and how, through these bridges, she invented her policies, which in turn made her not bothered anymore with any rule or policy in the ELI.

Sura started by saying:

> *When I first came, I used to follow everything word by word and give time to each and every detail in it; I used to abide by the book, the workbook, the textbook, the supplementary material they provide, and because of that I didn't finish the curriculum and students' grades were not good, I asked myself what did I do wrong?*

So, when Sura came back from her scholarship, she used to follow all the policies and the rules of the ELI. She used to follow the pacing guide and what was requested by the PD and was not happy with the outcome. Sura explained how she changed:

> *Now I learnt differently; I don't have to teach everything; there are things I must skip. I started to use my tips and the teaching methods I learnt; I pick what I think is important, I emphasise the important things, and I focus on the things I feel are important and may come in the exam…I changed a lot when I faced reality…I became more practical, I try to finish the curriculum, and I try to help students as much as possible, but I don't apply everything the PD asks me to; by experience, you become an expert and learn how to manoeuvre, the most important thing is that I cover everything and finish the curriculum.*

Sura explained how she changed her teaching practice. As she described herself, she became more experienced, expert, practical and realistic. Regardless of the change in her teaching practices, what is important is that due to this context, Sura reported becoming a better teacher who has more control and autonomy, and difficult situations were what she feels made her a better teacher. Change in relation to context was also related to time for Sura, and, as was the case with other participants, she is aware of this change and its reasons.

All six teachers changed in this context in different ways. Some changes were in teachers' practices and others in their identity, but most are considered by them to be positive changes. Teaching in this context made these teachers more autonomous, and report taking more control in their own hands, such as to help students pass their exams, which they report as the essential goal in this context. Also, changes observed in their identities, such as becoming more flexible, understanding, and compromising, are all changes that made them better teachers. Most importantly, teachers showed high levels of awareness in describing the changes they faced, the reasons behind them, and how they see themselves as better teachers now.

4.6. Summary

This chapter presented the findings from the narrative and semi-structured interviews of six Saudi ELI teachers on their views and perceptions of the PD, assessment, and the unified system in relation to their teacher professional identity, agency, and emotions. The findings

of this study were phenomenologically analysed and divided into the following themes: professional development, assessment, teachers' view of the unified system, view of self, and change through time. The findings provided valuable insight into teachers' identity and how teachers positioned themselves in relation to different elements in the context. Also, the findings showed the effect of the context on teachers' agency in terms of their teaching practice and development. Also, findings showed the impact of different elements on teachers' emotions. Finally, findings demonstrated how teachers' identity, agency, and emotions intersect in this context and clearly have a relationship with each other, which constructs teachers' identity. The next chapter discusses these findings in light of what was discussed in the literature review to highlight key findings and position them in relation to the wider field.

Chapter 5 Discussion

5.1 Introduction

The current chapter discusses the findings described in chapter four in light of the previous literature relating to theories of identity, agency, and emotions, which are presented in chapter two. Findings are also discussed in relation to the aims and objectives of the research presented in section 1.2. These findings came from six Saudi ELI teachers identified in this research as Shams, Nada, Rana, Mayar, Najwan, and Sura. In this chapter, I explain and provide theoretical insight on how the data contribute to answering the research questions and demonstrating key themes highlighted in the findings, which are summarised in the Conclusion.

This chapter discusses teachers' views and perceptions, as well as their emotions, in relation to professional development (PD), assessment, and other elements in their context. Furthermore, as explained in the aim's section (1.2), themes that emerged from this studies' interviews were not focusing on teachers' views and perceptions of professional development; rather, they include teachers' views and perceptions of how their engagement with and beyond the professional development programme impacted on different elements and policies in their context. It provides an understanding of the different positions teachers take in relation to the context and also in relation to other teachers, and the effect of these positions on teachers' identity. It also presents how professional development and assessment with other contextual factors affect teachers' agency. Furthermore, the chapter discusses emotions and their effect on teachers' identity and, in some cases, agency.

I start the chapter with the emergent theme of motherhood, which is an interesting role teachers took in this context and influenced their identity construction. I then present teachers' position in relation to other teachers and its effect on their identity. Teachers' position in relation to PD is then presented, followed by the effect of PD on their agency. After that, I present teachers' positions in relation to assessment and its effect on their agency. I then move to the identity change over time and teachers' view of themselves. Finally, different negative and positive emotions are discussed, followed by their effect on teachers' identity.

5.2 Motherhood

Motherhood was a surprising emergent theme mentioned by Rana and Nada and was discussed repeatedly in their views and perceptions about different elements in the context, especially assessment. Findings show that teachers position themselves as mothers and teachers in relation to the context, which aligns with Mishler's (1999) proposal that teachers' professional identity may consist of different sub-identities that may conflict or agree with each other, which in the case of these teachers did not align, and according to Beijaard, this lack of alignment is what caused conflict that affected their identities (2004). My findings also coincide with Volkman and Anderson's study (1997), who argue that teachers' identity is formed through an interaction between their personal and professional identity, which in this study existed between the teachers being mothers and teachers.

In typical Saudi culture, women are believed to be the backbone of the family in terms of responsibilities and commitment (Al-Asfour, et al., 2016). Therefore, there is a common belief that a woman, a wife, and a mother handles certain responsibilities, even when she works full-time. Also, this culture attributes an important role to women as mothers (Al-Asfour et al., 2016), valuing this role of the mother over her career and seeing her holding the leading role in raising children. According to Facione (1994), it is expected that the balancing of the two roles would cause a conflict. This may be why when teachers positioned themselves as mothers, it changed their views and how they stood in relation to elements in the context. Also, it may be the reason teachers discussed motherhood in the context of their professional roles because they considered it a role that is as important as being teachers.

For example, when Nada expressed her disagreement about the lack of autonomy and control in relation to different elements in the context, such as the exam policy, her position as a mother affected and changed her opinion and disagreement with this policy, saying “but as a mom and as a person in management now it is easier to have things done this way”.

As discussed in the data, three positions are observed in Nada's relation to the exam policy: one as a teacher who wants to have control in writing her exams, the other two are the mother and the person in administrative work (which is also an identity category) who prefers to have things done for her to reduce her autonomy in these areas. It is obvious how the teacher is invested in a motherhood role and in a teaching role, which actively competes, rather than sitting in different spheres, due to limited time, energy, and workload. It is also clear how the

teacher is less invested in her administrative role, which shows more connection to motherhood and teaching than her administrative role. Therefore, she seeks more autonomy in her motherhood even though it means less autonomy in her teaching. Having three positions towards the same element, and alternation between these positions with the different voices of a mother, a person in administrative work, and a university teacher, shows how the first two indicate her agreement with the assessment policy while the third one regrets the lack of control and autonomy that results from the policy. Also, when Nada discussed her views about not writing and marking her exams and how embarrassed she is in front of her in-laws, husband, and especially her brother-in-law (because he is a university teacher), which makes her pretend to write and mark her exams, her description of her feelings of embarrassment was immediately followed by her acceptance and agreement with the system because of her position as a busy mother, and therefore the system works for her benefit.

Rana also positions herself as a mother rather than just a teacher when she relates herself to the context. For example, Rana explained that non-involvement in her students' exams caused her to feel a lack of control and autonomy. However, because she is a mom, she agreed with this policy and expressed how it is better for her personal life. Moreover, she explained how policies work for her benefit and how they suit her new baby and family life.

I align with Laney, Carruthers, Hall, and Anderson (2014) in that the negotiation between being a mother and a teacher is vital in developing teachers' identity, which takes on particular characteristics in this setting, where social and institutional structures around motherhood and being a teacher are highly influential. The ways Rana and Nada positioned themselves as mothers and teachers show development in their identities and changed them to accept some policies they disagreed with. It also led to their feeling of relief that some of their teaching duties are done by a higher authority, which is explained later in the positive emotions' section (5.10.2). Therefore, I disagree with Knowles, Nieuwenhuis, and Smit (2009) who argue that teachers who are mothers tend to struggle in balancing both roles, and consequently feel a sense of inadequacy as mothers and educators, feeling that they could not excel in either. What emerges in this study is that although conflict occurred with teachers' different positions, which led to different positive and negative feelings (discussed in 5.10), these teachers do not express feeling of inadequacy. On the contrary, teachers felt that the policies helped balance their roles as mothers and teachers, which did not result in their guilt of

inadequacy in both roles. The difference between my study's and Knowles et al.'s findings could be because, unlike their studies that involved participants who come a western cultural background, my participants are affected by their culture that supports the role of mothers as I have explained. Therefore, I argue that this alignment between roles and the fact that teachers referred to their personal lives and duties without feeling ashamed of these responsibilities is the reason behind the acceptance they show towards their lack of control and autonomy, which shows the effect of the culture and how it positions females in this context.

Also, although all six teachers are mothers, only Rana and Nada referred to themselves as "mothers" as an identity category, which may be because only these two teachers are new moms, while the other four have been mothers for a longer time. That is, they have younger, more demanding children or still suffer from the effort it takes to be a new parent, in both care and new practices in society, which makes one identity more dominant against another.

Therefore, I can argue that these teachers' motherhood role is an important position that is highly affected by the culture of these teachers. Furthermore, the negotiation between the position of a mother and the position of a teacher, which in the case of these teachers did not align, caused a conflict which is vital in developing teachers' identity (Beijaard, 2004).

5.3 Relation to Other Teachers

While teachers were positioning themselves in relation to different elements in this context, they also positioned themselves in relation to other teachers. Bucholtz and Hall (2005) argue that identity is never autonomous but always obtains social meaning in relation to others. I looked at teachers' relations to other teachers in terms of adequation and distinction to see how their identities are "intersubjectively constructed" (Bucholtz & Hall, 2005, p. 598).

The findings showed distinction more than adequation in the data. Some were related to professional development (PD), and some to assessment and the unified system. With regards to PD, different relations were observed. Nada positioned herself as different from other teachers because she does not like teaching weak students (repeaters), which made her experience feelings of embarrassment and guilt. Therefore, she attended the training to understand how other teachers cope with this type of classroom and enjoy teaching these students. This shows that there is a link that the teacher acknowledges with the emotions and

enjoyment of others and seeks to explore this, perhaps seeing a deficit in herself and her negative emotions. That is, she used distinction to position herself as different in relation to others and is exploring ways to converge or create greater adequation, which Bucholtz and Hall name as “socially recognised sameness” (2004, p. 383), where she sees there is a difference.

Rana also positioned herself as different from other teachers in relation to PD. Although she was the only teacher who believed that PD in the English Language Institute is related to the context, at the same time, it is only beneficial for other teachers and not herself. Relationality to other teachers is indexed by the phrase “I am not their target; it covers the needs of new teachers”, which shows how Rana uses experience to create distinction, as she sees herself as different from other teachers based on her perceived experience and expertise. This distinction highlights the difference between Rana's position of herself as an experienced teacher and other teachers in her context.

Positioning of self in relation to others according to the education level was found in both Rana’s and Sura’s cases when they discussed their motivations to attend PD and that they do not attend PD for evaluation. Sura, for example, indexed distinction in relation to other teachers using the word “others”, which shows a different positioning of self in relation to others, which she justifies by the level of education. Although Sura gives the impression that she is similar to other teachers, there is a level of false adequation; her statement shows distinction rather than adequation in the way she differentiated her motive to attend compared to others. Rana also states that PhD holders are more secure in their jobs, and evaluations do not affect them as much as other teachers with only bachelor's and master's degrees; therefore, they do not need to legitimise their identity as good teachers in front of higher authority. So again, distinction to other teachers based on education level is indexed by the phrase “most teachers” whom she sees herself as different from.

Both teachers not only separated themselves from other teachers through distinction, but by doing so, they positioned themselves as more experienced and more knowledgeable, and at the same time, they positioned other teachers as 'legitimising' who are seeking authorisation, where teachers affirm their identities through institutionalised power (Bucholtz & Hall, 2005), which they do not need to do. This distinction shows that there is a power structure there, but it affects some more than others, or invites engagement from some more than others.

This position of Sura and Rana contrasts with Donaghue's (2020) study, although his study is similar to this study, which is a context of language teaching for foundation year students in an Arabic country (United Arab Emirates). His teachers seek legitimisation because their institution favoured teachers not according to their experience but rather their willingness to claim a valued identity through different practices, including seeking development. The only difference is that participants in Donaghue's study have a Master's degree while Sura and Nada are PhD holders which is the highest education level in the ELI and therefore they were not affected by the power structure, and accordingly were not seeking legitimisation.

Adequation and distinction were found to be important in relations between participants and other teachers in relation to assessment. Sura, for example, indexed adequation with other teachers in their views against assessment policy using the pronoun "we" in her quote, "We are frustrated by the ELI, we are angry at them". Through adequation, the teacher constructs her teacher identity and positions herself against the ELI. Indexing the position via the plural pronoun also indicates both a strong position against the ELI and a sense that hers is a shared position. On the other hand, Najwan showed distinction in how she positioned herself as sympathetic with a high level of humanity and cared for students in relation to other teachers who are different. This difference was indexed by phrases describing other teachers, such as "they lack feelings" and wanting them to be "fair" and "have a high sense of humanity". On the other hand, she distinguishes herself from those teachers by indexing that she is a "cancer" (an astrological sign), which is a connotation of being emotional, sympathetic, and caring. By creating distinction between herself and other teachers, the teacher demonstrates her identity and positions herself as emotional, sympathetic, and caring.

Regarding the unified system, Shams and Nada expressed distinction in relation to other teachers. Shams indexed her distinction by positioning herself as one of the good teachers whose opinion should be taken in relation to other teachers in the context who should not get that privilege, which she indexed as "certain teachers". It also shows that her view might show self-interest to an extent (or seeing the world according to her desires, perspective, and position) and might show a slightly negative view of those she does not identify as high-performing or experienced (presumably, they would bring chaos, where her voice would be beneficial). Nada used distinction to position herself as different from other teachers in terms of commitment, integrity, and discretion, which she indexed when she said: "There is no way we can ensure fairness" and "we cannot leave things to the integrity and discretion of

teachers". Through distinction, she positions herself and some of the teachers, which she indexed by the pronoun "we", as having characteristics of commitment, integrity, and discretion, while other teachers cannot have the same autonomy and freedom because they lack these characteristics. Through distinction, both teachers constructed their teacher identity and positioned themselves as committed, knowledgeable, and mostly better than other teachers, which illustrates their view of self.

Therefore, when teachers positioned themselves in relation to the context, they used adequation and distinction (Bucholtz & Hall, 2005) in relation to other teachers to construct their identities. Through these processes, indexed in their language, participants constructed their teacher identities, which shows how they position themselves in this context. Also, through distinction and the way they viewed themselves as different and, in some cases, better than other teachers, teachers justified their acceptance of policies and rules that they believed took away their autonomy and freedom.

5.4 Professional Development and Identity

PD in the ELI was primarily seen to be not applicable to teachers' classrooms because it is not related to the culture, policies of the ELI, curriculum, and the pacing guide. When teachers discussed the inapplicability of PD, they expressed their position in relation to PD and, more importantly, their view of themselves as teachers in relation to the context.

It is interesting how discussing different elements in the context sheds light and explores how these teachers view themselves in relation to the context; that is, through relationality, teachers position themselves, which shows how their identity is constructed in this context. Therefore, as Bucholtz and Hall (2005) claim, identity should be studied in relation to other elements in context.

Nada explained that what is provided by PD cannot be applied in her classroom because of lack of freedom using the metaphor "romantic". The use of the metaphor "romantic" highlights a level of myth she sees in applying PD topics to the reality of their roles which she sees as far off ideal. Not being able to apply PD in her classroom caused frustration and affected the way Nada views herself as a teacher, which affected her teacher identity. Nada's position of herself was indexed by the phrase "less of a good teacher, less of a competent teacher", which illustrates two points: (1) Nada's view of a good teacher is a teacher who

applies new knowledge and teaching practices, and (2) Nada's position of herself as a teacher is in relation to a wider community of 'actual research' and dominant institutions from the UK, which shows that she values it. Therefore, I can argue that there is a conflict between what the teacher believes she should practice in her classroom and what she is really practising (because of the policies and regulations of the context) that constructed her teacher identity and led her to position herself as less of a good teacher. My findings align with Beijaard's view that when teachers find that what is better for their teaching and their students is different than what they desire to teach and believe is good, which in the case of Nada is new schools of education with best practices, a conflict occurs which leads to "friction in teachers' professional identity in cases in which the 'personal' and the 'professional' are too far removed from each other" (2004, p. 3).

Also, not being able to apply PD caused Nada to experience a dilemma that reveals a lot about her identity as a teacher and a person who holds an administrative position in the ELI. Nada, who is a member of the curriculum and testing unit, sees that having a unified system is the best situation for the students in the ELI, but also understands that this system, with its regulations and top-down policies, is what causes all her feelings of frustration and powerlessness. This dilemma shows that the two positions, as a member of the administrative team and as a teacher, are not in agreement, which, according to Mishler (1999), causes conflict, which causes frustration.

As mentioned in the findings, Rana was the only teacher who had a different position in relation to the inapplicability of the training, i.e., believing that it is applicable. Throughout the data, Rana seems to stick to this position and refuses to say anything that would change it. For example, when discussing the assessment PD, which all other teachers agreed was not applicable, she also expressed that she could not apply what she was taught in the assessment training. However, unlike other teachers, that does not make her question the applicability of the trainings in general. On the other hand, the passive way she said that she does not have the ability to apply what was presented shows her lack of control and freedom in this context. Even when she mentioned attending PD that cannot be applied, she indexed her position by the phrase "I don't like it" rather than "can't be applied", and what bothers her is not that it is inapplicable, but instead that it is the waste of her time, which makes her feel down. Rana was one of the teachers who repeatedly referred to the importance of time in her life because she is a mother and has an administrative position.

Rana discussed an essential position in relation to inapplicable PD and how she sees herself as a teacher. She explains how she looks at herself as a link and mediator between the ELI and the students, which she describes in a way that does not reflect any positive or negative connotations. Relationality to the context through the position of 'teacher as a link' shows how the teacher positions herself, via a relationship to PD, to the context, and to English, which is a position that lacks input, interference, and decision-making.

When Mayar discussed PD, she positioned herself as a positive person, showing that she wants to express her negative view and attitude towards PD but at the same time does not want to be positioned as a complainer or a negative person, which shows how, in this culture, opposing or criticising can be regarded as negativity, and as complaining more than as engagement with development and improvement.

Another vital position in relation to PD was indexed through a comparison made by Mayar to a schoolteacher. This comparison has a connotation of a lack of freedom and autonomy due to policies and regulations. The comparison illustrates the effect of inapplicable PD on her identity, which aligns with Nguyen's (2017) study, which found that when what is provided by PD contradicts a teacher's teaching methods, practices, and rules, it affects the shaping of a teacher's identity. On the other hand, the effect found in the current study differed somewhat from Nguyen's (2017), who found that contradictions between what the teacher was taught in the practicum and her teaching methods, practices, and rules developed her identity and led her to effectively finish the practicum, engage in professional activities, and construct her ideal identity as a teacher. However, in the current study, many of the teachers adopted a position of non-investment in the training they received for a variety of reasons. For instance, a noticeable change was observed in Shams's trajectory to a position of non-investment in the PD. In the case of Shams, the inapplicability of PD affected her identity because she put all the fault for failing to apply the training on herself and, therefore, blamed herself as a teacher, which caused a feeling of guilt (discussed later in section 5.10.1.2). This led her to present a different position, not to accept the training as it is, and to determine whether it is suitable for her classroom or not, which is a change in both her teaching practice and her identity as a teacher. This position against training that is not applicable to their context may be because these teachers are frustrated that the context they are in is so controlled, and the lack of autonomy is the reason they cannot apply these ideas, and these trainings remind them of that fact.

Besides modifying the training, the non-investment position resulted in different actions, such as leaving the training or disregarding the invitation to the training in the first place. However, it should be stressed that this position of non-investment in the PD did not appear to represent resistance to new ideas. Here, I concur with Subryan (2017) in seeing these teachers' non-change in relation to views of inapplicable PD, and their non-change in their practice according to what is presented in PD, as not indicating resistance to new ideas or practices; rather, it may be an indication of strengthening their views and practices which is a change by itself. I also believe, as argued by Subryan (2017), that these teachers were found to be more confident in views aligned with their existing professional identities and, therefore, were able to have a strengthened non-investment position towards PD.

It is also interesting that most teachers took obvious positions against training that does not apply to their context, which makes them reject the training because they believe they are a waste of time and effort instead of viewing it as a chance to expand their knowledge. For example, they could have thought that taking training about assessment may give them a chance to work in the assessment unit in future, which would give them a role to be responsible for assessment or even considering that it may help and promote their teaching. This position against training that is not applicable to their context may be because these teachers are frustrated that the context they are in is so controlled, and the lack of autonomy is the reason they cannot apply these ideas, and these trainings remind them of that fact.

Therefore, I can conclude that teachers had different positions in relation to PD, which caused them to view themselves in different ways, which in turn caused the conflict that affected their teacher identity.

5.5 Teachers' Agency in Relation to Professional Development

Teachers in this study explained how they seek knowledge and develop themselves and their students, which illustrates how these teachers adapt to their context in relation to PD. Teachers adapted through modifications and practices performed in relation to three elements: PD, their classrooms, and the curriculum. I have defined agency as the ability to perform intentional acts that entail will, autonomy, freedom, and choice (Bandura, 1989; Biesta & Tedder, 2007; Edwards & D'Arcy, 2004; Emirbayer & Mische, 1998; Engeström, 2005;

Greeno, 2006; Holland et al., 1998); therefore, I evaluate teachers modifications and actions that they intentionally did (Schwartz & Okita, 2009) to indicate how agentic they are.

Research shows that a barrier to agency may be policies of teacher development that seek to develop teachers' skills based on the latest policy initiatives without considering the teacher, the students, or the context (Biesta et al., 2015), which is the case in the context of the ELI. In this study, teachers adapted by taking different positions in relation to inapplicable PD. A position of non-investment in PD was found with most of the teachers through different actions such as leaving the training, refusing to attend a training that is not applicable, or even deleting the invitation email for any inapplicable training. Although agency in this context relates to teachers being active in the process of professional development (Coldron & Smith, 1999), this position does not necessarily indicate a lack of agency; instead, it shows agency at work because these teachers showed will, autonomy, and freedom of choice by rejecting PD that does not suit their classrooms. Most teachers also adapted to the context by searching independently for what they saw as useful knowledge for their teaching roles. This shows how reactive they are as teachers and how their interest in the PD content elicited a response showing their autonomy as teachers and learners.

Emirbayer and Mische (1998) argue that agency is affected by the past, concerned and planned for the future, and performed in the present, which means that to grasp the dynamic potentials of human agency "is to consider that it is comprised of different and modifiable orientations within the flow of time in a specific context" (ibid.). Teachers' agency was indicated by modifications of some training sessions, which most teachers mentioned. Teachers showed that with time and experience, they learned how to modify PD training to fit their classroom.

For example, in the beginning, Shams's relation to PD was doing what was taught in the course. However, later, the relationship changed in a way that the teacher had more freedom and creativity in her application. So, even with the restrictions in the context, I can observe some 'emancipation' in how the teacher is taking some control of the application, or non-application, of PD. Sura, Rana, Nada, and Najwan also seem to modify the workshop's input according to the restrictions of the context, such as time and curriculum that they must finish, as in the case of Shams, which is a sign of emancipation and control in this context.

Therefore, I can argue that teachers taking control over what they apply, selecting specific training, leaving and rejecting other training, and searching their knowledge all show how teachers perform their agency in this restrictive context. Also, this aligns with Parkison's study (2008) in his claim that instead of considering how these teachers reject training or even practices as a lack of agency, which is what I expected when I started this research, it is found to be an indication of autonomy and agency at work.

5.6 Assessment and Identity

Assessment was an emergent theme in the data and seemed to be an essential element in this context because of its reoccurrence in teachers' interviews and discussions about the context and its apparent influence on their practices and positioning. When teachers discussed assessment, they focused on three policies related to assessment: not writing exams, not knowing the content of the exams, and not marking their exams. Teachers had different positions towards the same and different policies of assessment, which, in some cases, caused conflict.

Nada was one of the teachers who experienced different positions in relation to the assessment policy. The first position is her acceptance of a lack of control and autonomy because of her personal circumstances as a wife and a mother, which made her sacrifice her professional control for her life outside the ELI, in which she seems to have more autonomy in. The second position is as an administrative person, which she believes she would not have been able to focus on if, for example, she had to write her exams. It should be noted here that the administrative position for Nada and Rana does not refer to regular teachers' administrative duties; instead, it is an administrative position that these teachers take optionally, which is usually related to management duties that are not always related to teaching. Although there is a sense of relief captured in Nada's description of lack of involvement, she describes it in a very passive way, which indicates that there is a lack of opportunity for investment of time and energy into her professional role, which takes us to her third position, which is the teacher. As a teacher, assessment policies seem to affect her teacher identity, which she indexed using different metaphors and phrases. She described this policy using the metaphor “double-edged sword”, which shows that while she is pleased that someone is doing her work for her, it seems to affect her teacher identity and role as a teacher. She also used the phrase “imagine as a teacher” to index what duties,

responsibilities, and power a university teacher should have. So, her view of a university teacher is not what she finds herself doing, which affects her teacher identity. These findings are in line with previous research (Fan & Le, 2010; Miller, 2007), which have argued that policies, practices, and rules have the potential to cause contradictions that have a negative effect on teacher identity development.

Bucholtz and Hall (2005) argue that identity is not fixed but rather encompasses different positions and roles that people take. These positions are observed in Nada's relation to the exam policy, firstly as a teacher who wants to have control in writing her exam, and the other two as a mother who prefers to have administrative work done for her to have more autonomy in her motherhood and her administrative life. Nada and other teachers in this study were in disagreement about the assessment policies, which supports Buchanan's findings (2015) where his participants disagreed with unified assessments but for different reasons. Teachers in Buchanan's study (2015), which also focused on teachers' identity and agency, disagreed with the assessment policy because when students did not perform well in these exams it affected the way they viewed themselves, which affected their identity and, according to Buchanan, complicated their agency. Student outcomes were also important for teachers in this study but what was found to affect their identity is their lack of control, autonomy and freedom and not their students' outcomes. Also, findings of Buchanan's study only focused on how teacher agency was affected by assessment policies, whereas in this study, after looking deeply on teachers identity and positions, I believe that teachers coped with these policies by positioning themselves as mothers and as administrators. Still, the alternation between these positions and the different voices of agreement with the policy and refusal of the lack of control and autonomy has its effect on their identities.

Beijaard et al. (2004) argue that within a teacher's professional identity are sub-identities, which are central to their identification as teachers. If these sub-identities are not balanced, conflict may occur. This conflict affected Nada's teacher identity by the feeling of disempowerment, frustration, and embarrassment, which led her to pretend to have a role in relation to certain elements in the context that she does not have in order to present herself as the teacher she believes she should and wants to be. Therefore, she decided to pretend to be the teacher that she cannot be and hide her lack of control and autonomy as a teacher from other university teachers she knows, especially her brother-in-law. The example she gives of her brother-in-law holds two interpretations: the first is her view in front of her in-

laws, which is a very cultural matter, where women like to show their best in front of their in-laws. The second is that her brother-in-law is a lecturer in the same university in a different department and knowing that she does not have that control and privilege as a university teacher will affect her identity and view of herself as a university teacher in front of him. It is interesting how it is better for Nada to call herself "a liar" than to be seen as a teacher who lacks power and control. So, for Nada to avoid the feeling of embarrassment and to cope with this policy, she lies about it and pretends to do what she believes a university teacher should be doing. The conflict is also apparent when she states that she is okay to talk about it with people who know her context. On the other hand, she decided to position herself as the teacher she wanted to be by lying about it and pretending to do all the teaching duties in front of people who do not know about her context to avoid the feeling of embarrassment.

These findings support Kiely and Davis's proposal (2010) that teachers who are controlled by policies and regulations are viewed as low status. Furthermore, research also shows that teachers always seek legitimisation from their social surroundings to validate their identities (Dayet al., 2006; Kelchtermans, 1996; Watson, 2006), which is what led the teachers in my study to fake an identity, so they are not viewed as low-status and at the same time to legitimise their identities in front of their society. Assessment policies did not only affect how Nada thought society would look at her, as Kiely and Davis (2010) argue, but also how she viewed herself, which was indexed by describing herself by using the metaphores of a "machine" and a "parrot", which shows the way she looks at herself as a teacher. The reason behind seeing herself as a machine and a parrot may be because she feels that she cannot be herself as a teacher in this context, and the amount of control and disempowerment makes her view herself as a transmitter of knowledge rather than a university teacher.

Assessment policies influenced Mayar's teacher identity, which she indexed by many phrases such as "you cannot be yourself", "not in my hands", and "I don't know", illustrating the disempowerment and the lack of control and freedom that Mayar and other teachers experience in this context. Also, lack of control and freedom was indexed by "I am prisoned in my place of work", which shows how she positions herself as trapped in this context. Her position in relation to the context was also indexed by "this is one of the worst things they have done to us". Her use of the pronouns they and us shows how she positions herself in relation to the context as if they were two separate entities, with one higher and stronger than the other.

Mayar's view of authority and control as rights that a university teacher should have is why her identity as a teacher is affected by the absence of those rights, which was indexed by the comparison to a schoolteacher as well as a prisoner. Rejecting her position as a teacher who lacks control, authority, and prestige led Mayar to question herself as a teacher by asking "What makes me a teacher?", indicating a conflict between the teacher identity she possesses and her view of the ideal teacher. This conflict caused Mayar to pretend to be the teacher she wanted to be by positioning herself as a university teacher and not as a teacher in the ELI. This also led Mayar, as in the case of Nada, to lie in front of her family, especially her in-laws, about assessment policies. Both teachers mentioned husbands and in-laws, which is an essential element of their culture, where women try to show their best representations in front of male relatives. These teachers' identities were affected by the lack of control and autonomy to the extent that they changed how they presented their identities and pretended to have a position they really did not in order to save face.

Rana, Sura, and Shams's teacher identities were also affected by the assessment policy and their role in assessments. For Shams, not knowing the exam's content affected her position in relation to her workplace, which she indexed by, "If I know about it, it makes me feel I am part of it". Rana and Sura's position was different in terms of what affected their teacher identities. What affected them was how their students looked at them when they had to say phrases such as "I don't know". So, for these teachers, a teacher should have the authority and the knowledge of the exam, which is why their teacher identity is negatively affected by the lack of this knowledge.

Rana seems to cope with the assessment policy in a different way than Nada and Mayar. She ignored her feelings and decided not to think of her lack of power and her helplessness because she felt that there was nothing that could be done about it. It may be that Rana's agreement with the idea of not writing the exam due to her reasons (especially motherhood and administrative work) is what makes her ignore her feelings of helplessness and lack of power. Another reason may be that this teacher believes in higher authority and that rules and policies should be accepted, and therefore, she tries to ignore any negative feelings she experiences towards it.

Positioning in relation to exam policy and assessment was totally different for Najwan. Najwan's position was not related to her view of herself as a teacher in front of people or in

front of her students. She positioned herself in relation to her students and how not being involved in any assessment and grading is the reason behind the authenticity of her relationship with her students. This position was indexed by words such as “I am a cancer”, which is a connotation that she has a passionate and emotional character (which are traits of the cancer astrological sign) in relation to her students. So, her relationship with her students is more important than her freedom and autonomy, which is why she accepts the passive position in relation to exam policy and feels comfortable in her role and relationships around that.

It is interesting how most teachers have an ideal model for a university teacher who has control, autonomy, and freedom. When they position themselves as teachers, they tend to compare themselves to this ideal view of a teacher, which is also a reason for the conflict they experience. This comparison teachers tend to can be explained by previous research (Carver & Scheier, 2000; Schutz & Davis, 2000), which argue that teachers tend to use their beliefs, values, and even goals as a base to assess their current position relating what they are doing to what they desire to be doing. Furthermore, it is argued that teachers use these values and beliefs as reference points to position themselves in relation to their teaching and classroom (Schutz et al., 2010).

Also, teachers are mostly found to be concerned with their lack of autonomy and control, but in only superficial aspects of their roles, such as students passing exams, and are not referring to concerns such as the curriculum or exam features. That is, teachers seem to have a passive position of wanting to help students with exam strategies. Their main concern is helping the students develop knowledge about the exams to help them get the best grades in this exam-oriented context. Teachers seem to be forced into this position, which may be due to the culture of teaching that is primarily top-down and how these teachers are used to following a hierarchical education system where policies and rules are implemented by higher authorities and are expected to be followed by educators.

5.7 Teachers' Agency in Relation to Assessment

Looking at agency as something that people intentionally do as a social practice (Schwartz & Okita, 2009) and as actions that are undertaken as a result of an engagement with the context to solve problems (Emirbayer and Mische, 2007), I can see what these teachers intentionally

reported doing in their classrooms to adapt to the assessment policy in this context as agency at work. As teachers have no control or autonomy in relation to assessment and grading, they all adapted to the context with different modifications.

All teachers reported modifying their teaching practices in relation to the context. Most of them mentioned that they were not able to teach through games, use fun in learning, or apply new teaching methods that they have learned in PD because of the limitations of the context and the exam policy they worked with. They were aware that this is an exam-oriented context, and they share the view that passing the exam with good grades is the student's goal.

According to Biesta (2010), when teachers are obliged to follow a specific curriculum and are controlled by regimes of testing while also being observed and inspected by higher authority, it takes away their agency. I believe that the simplicity of that claim is not the case in this context. The way teachers coped by using different teaching methods and strategies, such as following the pacing guide, explaining every aspect that is included in the curriculum, finishing the book, focusing on exam skills, and teaching students techniques to pass the exam, is an indication of their agency. According to Biesta et al. (2015), agency is something embodied through people's engagement with certain temporal relations and contexts, which are considered to be achievements. So, when these teachers decided not to teach according to new techniques provided by PD, not to use games, and to focus on exam skills due to their lack of control over assessments and to achieve the main goal, which is students passing the course, it is not a sign of a lack of agency but rather is considered as an achievement and agency at work (Biesta et al., 2015; Parkison, 2008).

My findings coincide with Lai et al. (2016) and Lasky (2005), who argue that the extent to which teachers can enact agency differs from context to context. Also, they argue that differences in contexts depend on specific environmental conditions related to opportunity and restraint, which are based on the beliefs, values, and characteristics that teachers mobilise in relation to specific contexts and situations. Teachers in this study adapted to the context because of different cultural factors and circumstances: (1) the restrains of exams and other policies, (2) their beliefs that it is an exam-oriented context, (3) a cultural context that is accepting of top-down policies and restrictions, and (4) motherhood, which is an important cultural factor that affects teachers' acceptance of their lack of control and autonomy. Therefore, with the effect of all these factors, teachers accepted the cultural framework,

adapted to the context, and decided to teach in a way to achieve their goals and their students' goals. These achievements, which teachers made through their engagement in this context, are what, according to Biesta et al. (2015), demonstrate their agency.

5.8 Identity Over Time

Literature on teacher identity, similar to that on identity more broadly, has proposed that teacher identity is not a stable entity (Beijaard et al., 2004; Maclean & White, 2007; Beauchamp & Thomas, 2009) but is instead a continually changing, dynamic, active, and ongoing process and that is formed and reformed over time in dynamic courses of learning to teach (Trent, 2010). Teacher identity formation is influenced by a teacher's own personal characteristics, learning history, and previous experiences, as well as professional contexts.

According to Wenger (1998), identity in practice arises from interactions within participation, is in a constant state of becoming, and is constantly renegotiated throughout a person's life. As humans undergo participation within and across communities of practice, our identities form trajectories; the term “trajectory” advocates a continuous motion that achieves unity through time, connecting the past, the present, and the future. Wenger describes various types of trajectories, and of particular relevance to this research is insider trajectory, which is the “formation of an identity continues as the practice continues with new events, inventions, generations, all create occasions renegotiating one's identity” (Wenger, 1998, p.134).

In this study, as Wenger argues, when looking at teachers' insider trajectory, it can be seen how these teachers changed through time in relation to their interaction with different elements in this context. For example, Shams was aware that she changed over time and became more autonomous and developed more control over rules and policies. She also sees herself as stronger than before in relation to higher authority.

Nada also changed in relation to policies and rules in this context. She sees herself as more flexible and lenient, and she believes that the reason for this change is her administrative position, which made her understand the reasons behind these policies. I can observe the change in Nada's reported experience of the system; she first was against it, and now she is sympathetic and understands the logic behind it. Also, she used to complain about it, which shows rejection, but now, although she is still not happy about it, she complains less, which may be a sign of acceptance. Understanding the reasons behind policies and rules was also

the reason behind Najwan's acceptance of the context. Najwan showed great awareness of her change and that she realised that it was the change that bothered her and not the fact that she did not understand the system. This realisation shows how Najwan is aware of her feelings and of the change she has experienced through time.

Rana describes how facing this context with its policies and regulations used to make her feel like a robot to the extent that she ironically suggests playing a CD instead of teaching the lesson. Over time, she says that she realised how this system is the best way to teach in this context, and this realisation was followed by describing herself as changing to be more realistic, understanding, and flexible, and how she learned to compromise. She also explains how she became more focused on the goal without compromising what students need. So, over time, experience and knowledge, the change of relationship within the context, from not agreeing with it to seeing it as for the best and the benefit of the students, is what changed Rana's positioning of self from being a robot to a position of being a link between the ELI and students. Unlike Shams and Mayar, who still position themselves as robots in relation to this context, Rana changed over time to a different, more institutionally aligned position. Also, it is observed how Rana sees her change in this context as a development and progress that she seems to be proud of.

Mayar was one of the teachers who refused to accept the context, and her awareness of the system only changed Mayar to be more familiar with the context and, at the same time, less bothered by it. Her change made her not care about the policies anymore, have limited feelings or reactions, and not apply everything she was supposed to. She showed a non-accepting position that made her have little reaction to policies and regulations. This change was described positively, mainly when she referred to herself as the “queen of knowing how to deal with them.” Her change of position is interesting considering Mayar's discussion earlier when looking at her position in relation to the unified system, which she agreed it is the best way to teach foundation year students because she was looking at students' benefit. However, when she looked at her teaching and her needs as a teacher, her position changed to rejection of various elements in the context.

Sura used to lack autonomy and only followed what was required and requested by higher authority. She changed to be more experienced, expert, practical, and realistic. She reported becoming a better teacher who has more control and autonomy in this context, and she

described how difficult situations made her a better teacher. Change in relation to context was also related to time for Sura, and as was the case with other participants, she is aware of this change and its reasons.

What is evident here is how time has an important role not only in teachers' practices and way of adaptation in this context but, more importantly, in the change of the positions of these teachers. This coincides with Trent's (2010) view that a teacher's identity is a continually changing, dynamic, active, and an ongoing process that is formed and reformed over time in dynamic contexts of learning. What is also interesting is the level of awareness of this change in identity and the reasons behind it. This awareness of teachers' change, their positions in relation to different elements of the context, and the different policies and the reasons behind them may be the reason behind their agency, as explained above, and how they adapted to this context.

This finding aligns with Nguyen's (2017) point that teachers' understanding of their contradictions and the reasons behind them could, which is evident in the case of his study, motivate them to change their professional learning and, more importantly, construct their ideal identity as teachers. Therefore, this study concurs with Nguyen's argument that both positive and negative effects of contradictions they feel and experience affect teachers' identity (2017). This effect is, in some cases, a change of position (e.g., from a robot to a link), a change in practice (e.g., teach exam skills), a change in characteristics (e.g., becoming more flexible), and, in some cases, a change in their views of the context. These changes may indicate that teachers are in alignment with the culture in terms of being top-down, accept their positions in this culture as mothers and its effect on their careers, and are in agreement with the idea that all these policies and regulations are for the students' best outcomes. Also, time and experience in this context may also affect the change in the trajectory of these teachers.

5.9 View of Self

Teachers showed different positions in relation to different elements in this context. When teachers described these relations and positions, they expressed how they see themselves as a teacher by indexing to different metaphors. According to Buchholz and Hall (2005), indexicality is concerned with the mechanisms whereby identity is constituted. Indexicality is

central to the way in which linguistic forms are employed to construct identity positions, encompassing the creation of semiotic links between linguistic forms and social meanings and relying significantly on the cultural values and beliefs of the speaker. This emphasises that it is essential not only to understand 'teacher identity' at face value but to understand the labels that are dominant in identity constructions within particular contexts and how those labels become constructed and influential over time, throughout teachers' professional development, their contextual teaching practices, and their broader social practices (Buchholz & Hall, 2005).

Studies show that teachers tend to utilise indexicality to establish an identity position. For example, Yuan's (2016) study illustrates how teachers used labels (phrases such as “teacher of teachers”) to establish a position in relation to their context. Also, as found in Trent and Gao's (2009) study, teachers used labels to establish a position they desire to take as teachers (“out-of-box”). In my study, most of these labels were metaphors teachers utilised to describe themselves, which showed how these teachers see themselves and how PD, policies, and regulations affected their teacher identity.

For example, the metaphor “robot” was indexed by Mayar and Shams. Shams also positioned herself in relation to her students in this context as a “tool” to deliver knowledge and a “ مرمطون” which is a slang word that describes a person who has no role and is controlled by others. All three metaphors are similar in that they have a connotation of lack of freedom, control, and autonomy in relation to different elements in the context. These metaphors are an indication that the teachers are aware of their roles and are signifying this role through culturally popular metaphors to illustrate a specific connotation to the researcher.

Nada indexed her position as a teacher using the metaphor “parrot” and a “transmitter of knowledge” without feeling that she is adding something as a teacher in this context. It is interesting how she positions herself as a “parrot” and “machine”, which has, as in the case of Shams and Mayar, a connotation of a lack of freedom, control, and autonomy, and, at the same time, relates herself to each and every element in this context with love, belonging, and dedication, while also agreeing with all its policies and regulations.

Rana had two positions, one in the past, which is, as Shams indexed, a “robot”, and the other is a “link” between the ELI and the students, and that is because she learned and got the experience that taught her how to teach students in this context, and, more importantly, help

students pass their exams. The change in position in relation to the curriculum between viewing herself as a robot and then, over time and experience, coming to view herself as a link seems to be a change that Rana accepts and sees as a development.

Another metaphor that Sura and Mayar used when describing their positions as teachers is the comparison to a "schoolteacher", which shows how these university teachers position themselves when control and autonomy are taken from them. This comparison is interesting because teachers present it as a negative one, while what is similar between school and this context is the unified system where students are treated and assessed in the same way, and teachers are expected to deliver the curriculum in the same way, which is what participants valued about the unified system and generally agreed that it is the best way to teach foundation year students. So, what seems to be compared is not the characteristics of these two contexts but rather the elements in them, such as the status of the teachers and the control and freedom they lack.

Therefore, even though all the teachers agree with the policies and the unified system in the ELI, it still affects their identities as teachers and how they view and position themselves in this context. It appears that these teachers position themselves differently in relation to different factors. That is, when looking at the context and the unified system, they position themselves in relation to the student's immediate benefit within the contextual system, but also as members in the administrative units. Therefore, they tend to agree with the system when looking at PD and its applicability, assessment, and other policies. However, when they position themselves in relation to their own selves as teachers, their teaching practices, in relation to their students, and teaching practices in the classroom, they position themselves as parrots, machines, schoolteachers, and other metaphors that indicate a lack of control, freedom, and autonomy. Therefore, different positioning by teachers may be because they relate themselves differently to different elements in this context.

5.10 Emotions

This section aims to discuss the effect of professional development (PD), assessment, and the unified system on teachers' emotions. To achieve this aim, I will first categorise emotions into positive and negative (Lazarus, 1991) and discuss each emotion that has occurred in relation to different elements in the context. Finally, I will discuss the effect and interrelationships of

both positive and negative emotions on teacher identity, with particular reference to some coping strategies that teachers adopt to deal with their emotions.

I utilised Lazarus's (1991) classification of emotions to explore teachers' emotions in relation to different elements in their context. Each element is considered as a stressor or a stimulus that caused a particular emotion to occur depending on its congruence or incongruence with teachers' personal goals.

A total of seven emotions emerged in the data, which were happiness, pride, and relief as positive emotions, and anger, guilt, shame, and sadness as negative emotions. Many other emotions did not emerge explicitly in my data, such as envy, jealousy, and love, which may be because teachers did not experience them, rarely experienced them in relation to the elements discussed, did not feel the need to discuss them, or did not want to discuss them. Also, there was more reference to negative emotions than positive ones by all teachers, which coincides with Lee et al.'s study in China (2013), in which most interviewees discussed negative emotions more than positive ones. Also, in some cases, as in the case of Van Veen et al.'s study (2005), where one teacher had both positive and negative emotions about the same reform, some of the teachers in my study had both positive and negative emotions about the same element, such as their feeling about the lack of control over the exams.

5.10.1 Negative Emotions

My data show that teachers experience negative emotions when their own goals, beliefs, and interests conflict with PD, assessment, and the unified system. That is, teachers assessed these elements that were considered as stressors or stimuli. The teachers evaluated their relevance to them, and, in cases of conflict, negative emotions occurred. The four categories of negative emotion identified in my data were anger, shame, guilt, and sadness.

5.10.1.1 Anger

Anger can be defined as “a demeaning offense against me and mine” (Lazarus, p. 1991). Anger is one of the negative emotions that can occur in relation to goal relevance, goal incongruence, ego involvement, blame, coping potential, and future expectancy.

Three of the teachers expressed feelings of anger, but interestingly, for different reasons. For example, Najwan's anger was caused because the PD training she attended was not related to

her goal, which caused anger that led to her leaving the training. Also, the way she explained how it is a waste of time and effort to attend PD that is not adequately prepared shows how anger is caused by ego involvement and how she sees herself as a PhD holder and a head of the higher education unit, and training she attends should be well prepared and advanced. Finally, anger here is also stimulated because the teacher blames the presenter for the lack of preparation and towards herself for choosing it.

Rana's anger was also caused because of ego involvement. She believes that, as a university teacher, she should know the content of the exam her students are going to take. So again, while Rana agrees with not writing the exam, the fact that her students enter an exam she does not know about gives her that feeling of anger. This feeling is also caused because Rana believes that, as a teacher, she should know about the content of the exam to help students prepare for it and teach them accordingly. This coincides with the teachers in Blackmore's (2004) study, who felt angry because they were not able to teach in a way that they thought represented educationally desirable practices which they believed were best for their students' academic outcomes. Both studies' findings show that anger occurs because of ego involvement, but for different reasons. While the teachers in Blackmore's study felt negative emotions, especially anger because they wanted to be seen as being good or for doing what they believed to be good, teachers in my study's ego were affected because of their loss of control over students' assessment. It is interesting how Rana copes with the feeling of anger by ignoring it and trying to avoid thinking about it, which may be because Rana's cultural background involves familiarity with and support for top-down policies. Therefore, she deliberately ignores the negative feelings that result from the policies and regulations of the context.

For Sura, anger was caused because she sees herself as excluded, which is stimulated by the lack of involvement in any decisions, including the assessment. Anger here is caused because the teacher blames the ELI for their policies, which take away her agency and her rights as a teacher. According to Biesta (2010), when regimes of testing control teachers, it takes away their agency, which may have a significant effect on teachers' identities and emotions (Van Veen et al., 2005). This finding aligns with Yuan & Lee's study (2016), where teachers' feelings of being controlled and lacking freedom and autonomy in teaching led to negative feelings, which, according to Timoštšuk and Ugaste (2012), limits their agency.

It is observed that the teachers agree with the assessment policy, coped with it for the students' benefit, and even, in some cases, felt relieved that they were not involved in writing or knowing the exam content due to different reasons such as being mothers or seeking an authentic relationship with students. However, at the same time, it still causes negative feelings to occur, which, as explained in section 5.10.3.1, affects their teacher identity.

5.10.1.2 Guilt and Shame

Although shame and guilt are always confused, in my study and according to Lazarus, they differ. When people believe that they did something that is considered ethically, culturally, or even morally inappropriate, which leads to the harm of others, guilt occurs. These morals and values are usually acquired from our parents or our society in relation to right and wrong (Lazarus, 1991). According to Lazarus (1991), shame occurs from a person's ego identity and is triggered when there is no agreement between what a person is and what he wants to be and, therefore, cannot live up to his or her ego ideal. Both guilt and shame can occur due to goal relevance, goal incongruence, ego involvement, and blame for oneself. On the other hand, guilt and shame can decrease because of favourable coping potential and future expectations (Lazarus, 1991).

In my study, different kinds of guilt occurred: guilt when teachers do not align with an element in the environment, guilt because of students' outcomes, and guilt when choosing an inapplicable PD or even failing to apply PD successfully. For example, Nada's guilt occurred because she is different from her colleagues in that she does not prefer teaching weak students. So, when the teacher acknowledged the emotions and enjoyment of others, which made her see a deficit in herself and her negative emotions, she blamed herself, which led to the feeling of guilt. Therefore, guilt here did not occur because of an action undertaken by the teacher but rather a feeling she experienced in relation to the students. This feeling of guilt led the teacher to seek PD about teaching weak students.

As reported among participants in Loh and Liew's study (2016), Najwan, Shams, and Sura's guilt arose when their students did not do well in their exams. All three teachers blamed themselves for their students' outcomes, and, in the case of Najwan, students blamed her for their results, which also led to a sense of guilt. Reasons for feeling guilt coincide with Trent's study, where teachers felt guilt when they did not achieve their goals and aims in teaching (2017). Therefore, I can assume that guilt occurred for different reasons, either because

teachers' goals around their students' success were not accomplished (goal incongruence) or because they were blamed either by themselves or by their students (internal or external blame).

So, although teachers agree with the context's policies and rules, most of these policies stimulate the feeling of guilt, which teachers adapt to differently. Some of the teachers in this study sought PD, others modified input from PD, and in some cases, changed their teaching practices to help their students do better in their exams. Also, guilt occurred when a teacher failed to apply PD and blamed herself for it, which led her to modify her training and even exclude them later in her teaching.

Shame is one of the important emotions that occurred in the findings, identifiable from its recurrence and the way some of the teachers talked about coping with it. I will start here with the examples of Mayar and Nada, who felt embarrassed and ashamed because of their lack of control and autonomy in relation to many elements in this context, especially exams. Both teachers believe that as university teachers, they should have more control and autonomy, which shows how they believe a university teacher should be, which affects their ego-identity. Both teachers coped with this embarrassment and shame by pretending to be teachers with more responsibility than they have in front of important people in their contexts, such as their in-laws and husbands. One of the teachers also decided to name herself as a university teacher instead of an ELI teacher so people would not know the lack of control and autonomy she faces in the ELI. Teachers lying about their roles and pretending to be the teachers they wish they were supports Teng's (2017) argument that, in some cases, intense emotions can drive a teacher to engage in actions they would not typically undertake; in this case, lying. So, shame here was triggered by ego involvement because teachers failed to live up to the ego ideal that they believe a university teacher should have.

Shams, Rana, and Sura also felt ashamed and embarrassed in relation to the exam policy. Shams's embarrassment was related to her role as a teacher and the benefit of her students, which is related to goal congruence and her ego as a teacher. Nevertheless, for Rana and Sura, it was primarily related to their egos in front of their students. Rana coped with this by simply not thinking about it. It is observed that shame in my data occurred in relation to the context's policies and regulations. Therefore, I can argue that shame is one of the feelings that was elicited purely because of the teachers' position in relation to the context.

5.10.1.3 Sadness

Sadness is defined by Lazarus (1991) as a negative emotion that occurs when someone experiences an irrevocable loss. Sadness can occur with goal relevance, goal incongruence, and loss of any ego involvement. Also, sadness occurs if the loss is not accompanied by blame or coping potential, but at the same time, there is hope for future expectancy.

This study's findings show that teachers experienced sadness because of a loss. For example, Sura and Mayar felt sad because of their loss of control and autonomy in their teaching, such as curriculum or assessment. Rana's sadness, for example, occurred because of a loss of time, which, throughout the data, she expressed as a vital asset when she attends inapplicable PD. These findings coincide with Richard's (2017) study, which focused on teachers' emotions and identity, where his participants were found to experience sadness because of loss of autonomy and, in some cases, loss of time. The loss for Shams was different; when she tried PD and failed, she experienced sadness because of her failure, which I consider as a loss of the goal that she wanted to achieve with her students' learning and teaching. These teachers seem to compare their positions to the ideal university teacher's duties, rights, control, and autonomy, and the loss of any of these factors would lead to the emotion of sadness, which reflects on their view of themselves, which is explained in section 5.10.3.1.

So, for all four teachers, the emotion of sadness occurred because of a loss, whether it was time, control and autonomy, or success in teaching.

5.10.2 Positive Emotions

Findings illustrate that teachers experience positive emotions when their own goals, beliefs, and interests coincide with what PD provides and with assessment and the unified system's policies and regulations. That is, teachers judged every stressor, condition, or stimulus of the context to appraise its relevance to them, and in cases of congruence with their personal goals, positive emotions occur (Lazarus, 1991). Teachers experience different positive emotions throughout their interviews. The three categories of positive emotions that occurred were happiness, pride, and relief.

5.10.2.1 Happiness

According to Lazarus, although happiness occurs for different reasons that differ from one person to another, it is always a result of gaining what a person desires (1991). People feel happy when they believe that they gained or achieved their goals (Lazarus, 1991). Therefore, it can be assumed that happiness is one of the emotions that occurs when the goal is both relevant and congruent to the person, and even in cases where people expect a positive outcome to occur in the future. Happiness, in this study, includes not only happiness per se, but other feelings were categorised as happiness that could be labelled joy, triumphant, pleased, or enthusiastic (Lazarus, 1991), and in some cases, just indexing happiness by the word “positive”.

Schutz and Lee (2014) argue that when teachers apply a teaching strategy that benefits their students, it results in a feeling of happiness and joy. Feelings of happiness were mentioned by five of the six teachers because of applying a teaching method or strategy that they have learned from PD successfully in classrooms. For example, Nada experienced happiness and joy when she applied training in a way that her students engaged in and benefited from. This made her relate to her students and her classroom management. Rana, Mayar, Najwan, and Sura also indexed happiness when applying PD successfully by the words “enthusiastic”, “happy”, “triumph”, “happiness”, and “enjoy”. Happiness, in these examples, occurred because of both goal relevance and goal congruence. That is, applying PD that benefits students is related to the teachers' goals (goal relevance), such as teaching through fun activities, engaging with students, and filling a need for the teacher, as well as learning something new. At the same time, it gave them the outcome that they wanted (goal congruence), such as benefitting their students and students' enjoyment of the class.

5.10.2.2 Pride

Pride is a positive emotion, which is usually grouped with other emotions such as bravery, accomplishment, and courage (Storm & Storm, 1987). This research applies Lazarus's definition of pride as a positive and uplifting emotion that proves and increases personal worth, which is caused by the enrichment of a person's ego-identity because of being the reason for an accomplishment made by the person, or others whom we are related to (Lazarus, 1991). When I analysed teachers' positive emotions, I included the feeling of power and control that resulted from an achievement made by the teacher with the emotion of

pride. Therefore, I can assume that pride can be linked to relationality because it occurs due to a relation with context, whether the teacher is affecting the context positively or vice versa. Also, pride can be linked to investment in the sense that when teachers feel that their investment results in a positive outcome, pride occurs.

Four of the six teachers experienced the emotion of pride around PD. Shams reports feeling proud on two occasions, once towards her students when she applied successful training and the other towards the PD unit when an important and informative training session was provided. In the first example, Shams experienced pride because PD was goal-relevant and congruent in that it was both related to her goal of learning something new and accomplished her goal of benefiting her students. Regarding the second example, pride occurred because the teacher gave credit to the PD unit for providing a training session that the teacher needed and benefited from to overcome a challenge faced. So, unlike the first example, where Shams' pride was because of an accomplishment made by herself, in the second example, pride was because of an accomplishment made by others who Shams shares a relationship with, in this case the PD unit. The effect of the context is evident in this example; that is, the challenge faced by the teacher was a stimulus that initiated an emotional response of feeling of pride in the ELI for helping her overcome this challenge. This finding coincides with Richard's study (2017), where one of his participants appreciated and benefited from the introduction of technology by his institution, which he gave credit to and resulted in a feeling of pride.

Najwan explains that when she attends training, she has the choice and autonomy to choose, she feels proud because she gives herself credit for choosing the right training. Nada experienced empowerment when applying PD, which was successful in her classroom. Empowerment in this example resulted because the teacher felt that she had freedom and the ability to do things the way she wanted, which is related to her goals. Moreover, empowerment also occurred because the teacher was able to engage with her students and see the immediate effect of the training on them, which is congruent with her goal of the training. Rana's feeling of pride was not related to her students' benefit or engagement; it was because the training was congruent with her goals because she sees learning as a continuous process, which makes her proud that the training developed her learning as a teacher. Therefore, it is observed that when teachers feel that PD resulted in an investment for either their knowledge as teachers or in benefitting their students, they feel pride.

5.10.2.3 Relief

Unlike other emotions, relief is not a result of a person's relationship with the environment; instead, relief occurs when there is a change in this relationship. That is, when an incongruent goal changes to a congruent one, it causes a decrease or removal of distress, and, as a result, a negative emotion changes to a positive one, which initiates relief (Lazarus, 1991).

In my data, teachers expressed feelings of relief in relation to PD and exams. In the case of Shams, applying PD training successfully is the reason behind feeling relieved because she does not have to depend on her knowledge. Also, she feels relief when the time and effort (emotional, cognitive, and physical) she invested has a positive outcome, which, as explained by teachers in my data, is not always the case. Rana also explains that when she applies training successfully, she feels relief that she has the necessary knowledge for her teaching practice when she needs it. So, for both teachers, relief occurs because of a change, which they explained by giving examples of PD that they were not able to apply but then applied successfully.

Rana and Najwan felt relieved in relation to the ELI exam policy but for different reasons. For Rana, it is less stressful that she is not in charge of such a demanding responsibility. For Najwan, it was a relief that she was not in charge of her students' grades or marking, so they could not blame her for their grades, thus making her relationship with them more authentic. Also, in these two examples, relief occurred due to a change in the teacher's relation to the environment, in the case of Rana from a more stressful situation to a less stressful one, and in the case of Najwan from a less authentic relation with the students to a more authentic one.

Sura also experienced relief due to a change. She explained that when she first came back from her scholarship, she failed to finish the curriculum and felt guilty about it. Therefore, now, finishing the curriculum every semester is the reason behind Sura's relief. This finding coincides with Timoštšuk and Ugaste's study (2012), which argues that one of main reasons of experiencing positive emotions is when teachers overcome obstacles in their teaching.

Therefore, I can argue that relief occurred in my data because of a change of an incongruent goal to a congruent one, which causes a decrease or removal of distress, and as a result, a negative emotion changes to a positive one.

5.10.3 Emotions and Identity

The study's findings align with previous research confirming that emotions have a significant effect on identity and its shaping (Beauchamp & Thomas, 2009; Hargreaves, 2001; Nias, 1996; Sutton & Wheatley, 2003) and have an influence on teachers' practice (Vloet & van Swet, 2010). Also, findings demonstrate that teaching is an emotional practice and form of emotional labour, and that when teachers are controlled with top-down policies and regulations that clash with their expectations it affects their identity and agency. In this section, I will discuss how negative and positive emotions that arise in the interactions between the teachers and their context affect their identities and practices.

5.10.3.1 Negative Emotions and Identity

Aligning with Lazarus (1991), negative emotions that occurred in my data are the result of harmful relationships between the teachers and their environment. That is, teachers exhibited negative emotions of anger, guilt, shame, and sadness when their personal goals, beliefs, and interests conflicted with the element in their context.

When I started this research, I was expecting that some of the elements in this context, such as the exam policy, the unified system, and, more prominently, inapplicable PD, would result in negative emotions that would affect teachers' identity and practice only in a negative way. I was surprised to see the findings of my study show that, in some cases, when teachers disagree or even struggle with certain elements in their context that result in negative emotions, positive outcomes in shaping their identity and their teaching practice seem to occur. This finding aligns with Meijer's (2011) research, which illustrates that when teachers experience professional identity conflicts, even if it leads to negative emotions, it can yield positive outcomes and may play a role in shaping teachers' identities.

For example, feelings such as anger for some of the teachers because of attending inapplicable PD, led Najwan to leave a training session, which shows a degree of autonomy and decision making in this context. Shams, on the other hand, who felt guilt and blamed herself for failing to apply her training, learned to modify training input according to her classroom and make sure it is applicable or, in some cases, exclude it, which also shows a degree of autonomy. Teachers also were very motivated to seek the knowledge that they believed suited their students and classrooms.

Also, when teachers feel guilty because students did not do well in their exams, which is also because of their lack of involvement in the exams, it can enhance their reported teaching and learning. For example, Najwan explains an interesting cycle that she experiences in relation to her emotions towards PD. Feeling guilty is the primary motivator for seeking PD, then she seeks PD that is not applicable to her classroom, which, as illustrated above, bothers her and makes her angry, which leads to the feeling of self-blame and low confidence, accompanied by the idea that maybe she is the reason behind students' failure. This leads her back to the beginning of the cycle, and she starts all over again and seeks PD.

Feeling angry or guilty about students' results reportedly enhanced teaching practices and motivated teachers not only to seek PD but also to seek to develop their teaching practices, such as teaching students exam skills, making sure they teach all the curriculum, and being more autonomous and seeking their own knowledge. All these practices show not only a high level of autonomy and freedom but also show that to achieve their goals; teachers are still agentic in their teaching practices, their development, and seeking their own knowledge. It is interesting how negative emotions result in autonomy and freedom, especially since it is a top-down restricted context that works according to policies and regulations that teachers are expected to follow instead of resulting in pure acceptance of the system and the different policies dictated by higher authority. On the other hand, it is also possible that teachers force themselves to modify their teaching due to their lack of involvement in assessment to avoid being blamed by higher authority, their students, or even themselves when students do not get the results they aim to achieve.

It is interesting to consider the effect of the unified system on teachers' emotions and how it affects teachers' identity in the data. As analysed in my findings, all teachers expressed their love and enjoyment of teaching. A conflict is observed between teachers' love of teaching and their agreement with the ELI curriculum and policies, and their negative emotions and views expressed about themselves in this context, such as feeling like a robot or a parrot and experiencing different feelings such as anger and embarrassment.

Another interesting observation is that some participants change their position when talking about different elements in their context and that emotions map onto those changes of position. For example, when evaluating the overall structure, they paint a relatively optimistic

picture with positive emotions. However, when referring to details, they can reveal issues with power, freedom, and professional autonomy that result in negative emotions.

To observe these positions, I looked at the metaphors teachers used to describe their identities in relation to the unified system and its relation to their emotions. All teachers shared the exact position of agreement with the context, with emotions of love, acceptance, and understanding. However, as I mentioned above, their positioning and emotions changed when I dug deeper into some of the elements in this context. Teachers used the metaphors robot, machine, schoolteacher, and parrot, which all indicate a lack of freedom and autonomy and expressed negative emotions of anger, sadness, shame, and guilt.

I want to make two points here. The first is that when teachers positioned themselves as university teachers, which they believe should have more freedom and autonomy according to their beliefs and culture, they experienced negative feelings and compared themselves to these metaphors. This finding coincides with previous research (Caihong, 2011; Watson, 2006; Richard, 2017), which argue that when teacher beliefs and values are not in alignment with what the system dictates, negative emotion occurs, which affect their identities. On the other hand, when teachers positioned themselves according to the benefit of the students, they agreed with the context with all its rules and policies.

The second point is that it seems that teachers fall into the same cycle in this context. They agree with the policies and regulations, and, therefore, they adapt in different ways, such as modifying teaching practices, seeking their own knowledge, or even pretending to be the teachers they wish they were in real life. Nevertheless, although these teachers adapted to the context, they still experience different negative emotions, which may be due to the teachers' beliefs and views of how a university teacher should be and the teaching practices that they wish they could perform in their classrooms.

I also believe that negative emotions are the reason why teachers see themselves as parrots, machines, and, in some cases, schoolteachers. Also, the effect of these emotions on teachers' identities can be observed in my data. For example, Nada and Mayar lie about their identity in front of the family, especially their in-laws, and pretend to be the teachers they wish they were. Rana dealt with negative emotions by denying them and not thinking about them, so it does not affect her teaching or identity. At the same time, Sura and Mayar decided not to care as much, which gives a sense of non-investment.

Also, these emotions affecting teachers' views of themselves are not one-way relationships. That is, it seems that negative emotions caused teachers to see themselves as robots, machines, and schoolteachers, and at the same time, because teachers saw themselves as robots, machines, and schoolteachers, they felt sad, angry, ashamed, and guilty. This finding coincides with Schutz and Lee's study (2014), which argues that in the context of emotional interactions, teachers' identities shape teachers' actions and emotions, which in turn affects their teacher identity. Consequently, the relationship between teacher identity and emotions is not a simple one-way process; instead, they are related to each other through a continuous, multidirectional, and dynamic process (ibid).

As discussed above, negative emotions had both positive and negative impacts on teachers' identity and practice, and in some cases, interesting effects were observed on teachers' identities.

5.10.3.2 Positive Emotions and Identity

Aligning with Lazarus's (1991) framework, positive emotions that occurred in my data are the result of beneficial relationships between the teachers and their environment. That is, teachers exhibited positive emotions of happiness, pride, and relief when their personal goals, beliefs, and interests were in harmony with the element in their context. The main reason behind the feeling of happiness, pride, and, in most cases, relief was attending and applying PD successfully. I can also observe that although teachers had different positions in relation to their context, including PD, such as their positions as mothers and administrators, happiness and pride were only reported in relation to their positions as teachers. Also, these feelings have a reported impact on both teachers' practice and identity. That is, attending and applying PD successfully led to these positive emotions, which affected teachers in many ways. For example, all teachers showed motivation to try new ideas and enhance their autonomy as teachers, which aligns with previous research showing that positive emotions enhance teachers' learning and teaching (Maldarez et al., 2007; Poulou, 2007; Benesch, 2013; Song, 2016). Nada's emotions gave her a sense of freedom, empowerment, and belonging to the context. Mayar, who often gets surprised by beneficial PD because she does not generally believe that PD in the ELI is applicable to her, explains how she changed and became more receptive to developing knowledge through PD before dismissing it, which she describes as a psychological lesson that taught her to be open to new experiences.

It should be noted that how the teacher views and believes a university teacher should be, either because of her beliefs, culture, or even past experiences, is what causes the emotion. For example, Rana's identity as a teacher incorporates a belief that learning is a continuous process in her trajectory, and therefore, attending PD gave her a feeling of pride that she is still learning. Also, Sura and Mayar believe in the value of teaching through fun and games, which may be done in other contexts or presented by educational movements, and therefore, it is how they want to teach. Therefore, applying PD that utilises fun through learning caused positive emotions to occur.

Relief was the only positive emotion that occurred with a different identity position than other emotions. That is, while happiness and pride only occurred when teachers positioned themselves as teachers, relief in some cases occurred when teachers positioned themselves as mothers and administrators. As I explained in my findings, Nada and Rana have three different positions in relation to some elements in the context, especially when writing their own exams. When these two teachers positioned themselves as teachers in relation to the exam policy, they expressed the need to have control over their own exams. However, when they positioned themselves as mothers and actors in administrative work, they preferred to have things done for them to have more autonomy in their motherhood. The alternation between these positions and the different voices of a mother, a person in administrative work, and a university teacher also showed alternation between different emotions. While teachers felt angry, sad, and most of all ashamed about this lack of autonomy as teachers, as mothers and administrators they felt relief towards the same element. Therefore I can argue that each position a teacher takes towards an element has its own feelings associated with it.

Changes in emotions also accompany the alternation between these positions, and that contradiction between two different positions or two sub-identities can also result in conflicting emotions. This coincides with Van Veen et al.'s study (2005), where one teacher had both positive and negative emotions about the same reform. The difference between the two studies is that Van Veen et al. (2005) relate the reason of having these different emotions to teachers' goals and concerns, whereas I argue that difference in emotions towards the same element is because of the different positions teachers take in relation to that element. It is also observed that while teachers were aware of their different positions in relation to the same element and explained each position with its effect and reasons, none of them showed any realisation of the different emotions that occurred with the change of position.

As discussed above, positive emotions had positive impacts on teachers' identity and practice, and in some cases, interesting effects were observed on teachers' identities. In the next and final chapter, I present the conclusion of this thesis summarising the research findings in relation to the research questions. I also present the implications and contributions, limitations, and recommendations of this research.

Chapter 6 Conclusion

6.1 Introduction

The study presented in this thesis has furthered understanding of teachers' engagement with and perceptions of the professional development (PD) programme at the English Language Institute (ELI) at King Abdulaziz University in relation to their contextual roles and professional identity. The study explored the role and influence of PD in the environment in which Saudi ELI teachers enact and negotiate their professional identity, agency, and emotions, and it focuses on the PD programmes provided by ELI professional development unit and the practices emerging form that programme to the English language teachers. This chapter concludes this thesis by summarising the research findings in relation to the research questions. It then proceeds to outline the implications and contributions this study makes to the theory and practice concerning teachers' identity, agency, and emotions in relation to PD and other contextual factors. The limitations of this study are also presented, while recommendations for future studies are suggested in the closing section of this chapter.

6.2 Summary of Research Findings in Relation to Research Questions

This study aimed to explore the role and impact of PD in the environment in which ELI teachers negotiate and enact their identity, agency, and emotions. To achieve its objectives, the study addresses one main research question, asking how teachers construct, adapt, and negotiate their professional identity based on their experiences in and around PD programmes in their context. To engage with this PD programme as a vehicle for understanding these teachers, their teacher development, and their contextual practices, I have framed the study to cover three subsidiary questions as follows:

1) What relationships exist between perceived contextual roles and identity as teaching professionals, and participants' perceptions of and engagement with the PD programme?

2) In what ways are teachers' agency and professional identity framed, performed, managed, and negotiated in relation to participants' teaching environments and the PD programme?

3) In what ways is teachers' emotions associated with perceived affordances, barriers, positioning, and meaning construction in PD and teaching environments, and how does this relate to participants' wider identity positioning and agency?

Concerning the first subsidiary question, informed by the sociocultural linguistic framework (Bucholtz & Hall, 2005), the data revealed that teachers discursively constructed and reconstructed their identity through their engagement in PD and other elements in their context. Drawing on Bucholtz and Hall's principles (2005), teachers in this study were found to construct their identity through positionality, indexicality, and relationality (adequation and distinction), as summarised below.

Regarding positionality, motherhood was one of the interesting roles teachers referred to when positioning themselves in relation to different elements in this context, especially assessment, which shows how these teachers constructed their identity (discussed in 5.2). Culture plays an essential role in this position, where a mother according to typical Saudi expectations would handle certain responsibilities, even when she works full-time, valuing this role over her career and seeing her primary role in raising children. This may be why teachers discussed motherhood in the context of their professional roles, and particularly areas of their roles that others see as disempowering, because they considered the affordances associated with having less work to do as useful for their role as mothers, which they see as being just as crucial as being teachers. Balancing between being a teacher and a mother shows two different positions being taken by the same teacher in relation to the different policies, such as not writing and not grading exams; when positioning themselves as teachers, there is a tendency to regret the lack of autonomy and control that come from restrictive policies and rules, whereas agreement with these policies and rules was felt when focusing on the time and autonomy they were afforded in their roles as mothers. So, these teachers positioned themselves as mothers, which is a position supported by their culture, to cope with and accept policies and rules they disagree with as teachers. The negotiation between these two positions, along with the different emotions that occurred with them, is part of the ongoing identity construction of these teachers.

Positionality was also found to different elements in the context, mainly the ones teachers disagreed with. What is interesting about teachers' positioning in relation to the context is that teachers had different positions in relation to the same element and alternated between

them. All six teachers took a position of agreement with the unified system, such as pacing guides, specific textbooks, and even unified assessment (explained in section 4.5.1), when they prioritised benefits to students. Two of the teachers had stronger, more robust views in their agreement with the system because of their roles as mothers and because of their administrative positions. On the other hand, when teachers thought of themselves as English language university teachers, they positioned themselves against the same elements in the context. There is also a difference in their level of disagreement; some expressed their need for freedom and autonomy, while others expressed a stronger need, which led them hide the freedom, involvement, and autonomy that their roles lacked in front of others, particularly members of their family to whom they would be expected to present a positive face in Saudi culture. This alternation between these positions and the contradiction between them result in the reconstruction of their identity, as outlined below.

Teachers also constructed their identity through indexicality. Teachers used metaphors to construct identity positions, creating a semiotic link between linguistic forms and social meanings. These metaphors are used as labels to describe their view of themselves (their position) in relation to different elements in the context, such as PD and assessment, which relies significantly on the cultural values and beliefs of the teachers (see 5.9). Teachers used metaphors such as “robot” and “parrot” to indicate a lack of control and autonomy. These metaphors provide an understanding of identity constructions within this particular context throughout teachers’ professional development, contextual teaching practices, and broader social practices. Teachers also used metaphors to show their view of the context. For example, the metaphor “dictator” was used by one of the teachers when describing her relation to the ELI which adds another dimension (besides parrot, machine, and robot). This metaphor shows how the teacher sees the ELI as controlling and the reason behind her lack of autonomy and freedom. The metaphor “romantic” was also used to highlight a level of myth the teacher sees in applying PD topics to the reality of her role, which also links to robots and parrots, to build a picture that is associated with being far from being ideal. Teachers use these metaphors to illustrate a picture and they are not an indication that all teachers see the ELI in the same way.

Other indexes were also found in the data; for example, two of the teachers indexed their roles as administrators to show that they are busy and therefore agree with the lack of autonomy and freedom (e.g. not writing and marking exams), and also to illustrate their

knowledge of the context and what is best for their students, which is another reason for them agreeing with the system. Finally, indexicality was also used through teachers' adequation and distinction which is explained later in this section.

The cultural effect is observed in the findings in that teachers have a shared idea of an ideal model for a university teacher who, according to the culture and their beliefs, has control, autonomy, and freedom. When teachers position themselves as language teachers within the university system, they tend to compare themselves to an idealised view more aligned with wider university teachers/lecturers. This ideal view, which teachers do not see themselves in and are also not seen by the university in this way, is also a reason for the conflict they experience. Teachers use these values and beliefs as reference points to position themselves in relation to their teaching and classroom, and others beyond the institution. This ideal view led some of the teachers to pretend to their families to be doing what their idea of an ideal university teacher does, especially in front of their in-laws, which also shows the effect of culture on the identity of these teachers, as in-laws have a particular significance on the broader culture.

Relationality had an important role in the contextual construction of teachers' identity. How teachers constructed their identity and positioned themselves through adequation and distinction was particularly revealing. Regarding distinction, which occurred more in my data, one teacher acknowledged a link that she recognised the emotions and enjoyment of other teachers when teaching weak students and sought to explore this, perhaps seeing a deficit in herself and her negative feelings, and therefore sought PD. She used distinction to position herself as different in relation to others and explored ways to converge or create greater adequation to create a socially recognised sameness, where she saw there was a difference. This was the only distinction found where the teacher positioned herself with a negative comparison to other teachers, i.e., whereby other teachers were positioned favourably.

The distinction expressed between participants and other teachers throughout the data was mainly as a favourable comparison of themselves in relation to other teachers (as better than other teachers, more knowledgeable, or even more caring), which is a strong factor in constructing their identity. Through this process, indexed in their language, participants position themselves in relation to elements in the context, such as unified tests, curriculum, and pacing guides. Also, through reported distinctions of how teachers viewed themselves as

not only different but better than other teachers, they justified their acceptance of policies and rules that they believed took away their autonomy and freedom. These are interesting dimensions in that because teachers position themselves as superior to other teachers, their identity positions lead them to accept and even justify policies that remove their autonomy.

Adequation was indexed with other teachers in their views against assessment policy using the pronoun "we". For example, through adequation, one teacher positions herself against not knowing the exam's content, indexing her position via the plural pronoun in a way that indicates both a strong position against the context and a sense that her position is not only shared with other teachers in her context, but also that she feels aligned with university teachers more broadly.

The effect of time on teachers' identity is an important finding in this study. The lens of teachers' insider trajectory (Wenger, 1998) reveals how these teachers changed through time in relation to their interactions with different elements in this context. What is evident here is how time is essential in changing these teachers' positions. Therefore, teacher identity in this context is continually changing in a dynamic, active, and ongoing process that is formed and reformed over time in dynamic learning contexts. What is also interesting is the level of awareness of this change in identity and the reasons behind it, which participants often articulate with clarity.

Therefore, this study argues that both positive and negative effects of contradictions teachers feel and experience affect their identity. These effects can be, in some cases, a change of position (e.g., from a robot to a link), a change in practice (e.g. teaching exam skills), a change in characteristics (e.g., becoming more flexible), and in some cases, a change in their views of the context. These changes may indicate that teachers align with the culture in terms of being top-down, accept their positions in this culture as mothers and its effect on their careers, and agree that all these policies and regulations are for the students' benefit. Interestingly, most of the findings were fixed positions teachers took towards different elements in the context, which are clearly characteristic of teachers' positions as they see them. On the other hand, when teachers looked at their change through time, they showed fluidity in their positions and adaptability in their outlooks.

Regarding the second research question, the study shows how agency and identity positioning are framed, performed, managed, and negotiated in relation to participants' teaching in teachers' teaching environments and the PD programme.

If we look at teachers' agency in this study at a surface level, we will assume that because teachers are obliged to follow a specific curriculum and are controlled by rules and policies, while also being a part of a rigid unified system, it took away their agency. Teachers do not write or know about assessment content, are obliged to teach a fixed curriculum, struggle to apply new trends in language teaching due to lack of time and freedom, and have no voice or autonomy in decision-making. Also, it may seem that teachers force themselves to modify their teaching due to their lack of involvement in assessment to avoid being blamed by higher authorities, their students, or even themselves when students do not get the results they aim to achieve. More importantly, a position of non-investment in PD was found with most of the teachers through different actions such as leaving the training, refusing to attend a training that is not applicable, or even deleting the invitation email for any inapplicable training.

Although these practices and actions taken by teachers are indications of a lack of agency, I believe this is not the case in this context, and as Lai et al. (2016) and Lasky (2005) argue, the extent to which teachers can enact agency differs from context to context. Also, the differences in contexts depend on specific environmental conditions related to opportunity and restraint, based on the beliefs, values, and characteristics teachers mobilise in relation to specific contexts and situations (Lai et al., 2016; Lasky, 2005). In this research there is a conflict in that teachers are displaying agency, but they display it in a cultural or institutional environment that on a surface level could create a debate whether this is agency or conformity to the environment. I believe that teachers do show agency given their roles and positions in the context, but could be seen to show conformity towards the structures around them, which shows the complexity of teachers' engagement with their environment and the need for contextual awareness and consideration in discussions of agency and conformity.

So, if I look at the findings, which in another context may indicate a lack of agency, bearing in mind teachers' culture, beliefs, and context, I analyse it differently. For example, the position of non-investment in PD may not represent resistance to new ideas. It may be that teachers took control over what they apply, selecting specific trainings, leaving and rejecting other training, and searching for their own knowledge, which shows how teachers perform their

agency in this restrictive context. Furthermore, the way teachers coped with not writing and knowing the content of exams by using different teaching methods and strategies to achieve their goals, such as following the pacing guide, explaining every aspect that is included in the curriculum, finishing the book, focusing on exam skills, and teaching students techniques to pass the exam, may be an indication of agency, as opposed to possible assumptions that such actions might indicate passivity or conformity. So, instead of seeing a lack of agency in how teachers, for example, reject training, follow the pacing guide, or focus on exam skills, which is what I expected when I started this research, it is found to be an indication of autonomy and agency at work in a context that limits them, and therefore it constructs a complex picture of teacher identity and agency in this setting.

Therefore, I argue that teachers in this study adapted to the context because of different cultural factors and circumstances: (1) the restrains of exams and other policies, (2) their beliefs and views supporting the unified system, (3) a cultural context that is accepting of top-down policies and restrictions, and (4) motherhood, which is an important cultural factor that affects teachers' acceptance of their lack of control and autonomy. Therefore, with the effect of all these factors, teachers accepted the cultural framework, adapted to the context, and decided to teach in a way that would help them achieve their and their students' goals. These achievements, which teachers made through their engagement in this context, according to Biesta et al. (2015), can demonstrate their agency.

This complex picture of teachers' demonstration of agency in this context and their willing adaptation is related to the identity positions they have demonstrated. These adaptations were, as discussed above, non-investment in PD or a lack of change in teaching practices, which are due to culture, beliefs, and some other factors such as motherhood. These may be the reason why teachers characterised themselves as parrots, robots and other indexes that show the effect on their identity and may also be the reason behind the negative emotions that occurred. Therefore, agency in this study has an essential role in teachers' identity construction and emotions.

Finally, the last question explores how teachers' emotions are associated with perceived affordances, barriers, positioning, and meaning construction in PD and teaching environments, and how this relates to participants' broader identity positioning and agency.

Informed by Lazarus' theory of emotion (1991), the findings show how the context, with all its restrictions and policies, resulted in negative emotions, especially when teachers were unable to achieve their goals, and positive emotions when they did achieve them. Also, emotions occurred, as argued by Lazarus (1991), because teachers unconsciously and automatically judged the situation in relation to personal factors such as their values, principles, and beliefs. This takes me to the ideal view of a university language teacher found in my data. Findings show that teachers' emotional responses were based on their beliefs and values in relation to their ideal view of a university language teacher. This comparison to the ideal view of a university teacher explains the following different dimensions of the same situation: 1) Teachers feeling different negative emotions because of not writing or knowing the content of an exam, not being able to teach through games, or even not being able to apply PD because they believed they had the right as university teachers to do. 2) Teachers faked this position of the ideal university teacher in front of family and in-laws to save face. 3) Teachers mentioned the position of being mothers as a justification for their acceptance of rules and policies (e.g., not writing or marking exams) that took away the freedom and autonomy they feel a university teacher should have. These different dimensions of the same situation show the complexity and interesting elements of being an English teacher (and a family member) in this context.

It was also found that teachers' emotions are related to agency. Teachers modified their teaching, sought knowledge, and modified or rejected PD because of negative emotions that have occurred in their past, and which they are trying to avoid. Therefore, I argue that when teachers disagree or even struggle with certain elements in their context that result in negative emotions, positive outcomes in shaping their identity and teaching practice may occur. It is interesting how negative emotions can result in autonomy and freedom, especially since it is a top-down restricted context that works according to policies and regulations that teachers are expected to follow instead of resulting in pure acceptance of the system and the different policies dictated by higher authorities.

It was observed that when teachers positioned themselves as university teachers, who they believe should have more freedom and autonomy according to their beliefs and culture, they experienced negative feelings and compared themselves to metaphors with connotations of lacking freedom and autonomy (e.g., parrot and robot). This finding coincides with previous research (Caihong, 2011; Watson, 2006; Richard, 2017), arguing that negative emotion occurs

when teachers' beliefs and values do not align with the system's dictates, affecting their identity. On the other hand, when teachers positioned themselves according to the benefit of the students, they agreed with the context with all its rules and policies.

Regarding emotions and teacher identity, the findings show that their relationship is not one-way. That is, it seems that negative emotions caused teachers to see themselves as robots, machines, and schoolteachers, and, at the same time, because teachers saw themselves as robots, machines, and schoolteachers, they felt sad, angry, shameful, and guilty. Therefore, I can argue that in the context of emotional interactions, teacher identity shapes their emotions, which, in turn affect their teacher identity. Consequently, the relationship between teacher identity and emotions is not a simple one-way process; they are related through a continuous, multidirectional, and dynamic process.

Also, teachers alternate between different identity positions, either when they position themselves as mothers, teachers, or administrators, or when they position themselves in relation to different elements in the context (from their perspective as teachers or the students' benefit, or even the culture that accepts rules and regulations), resulting in different emotions. The alternation between these positions and their different voices also showed alternation between different emotions. For example, while teachers felt angry, sad, and ashamed about this lack of autonomy as teachers, they felt relief towards the same element as mothers and administrators. Therefore, I can argue that each position a teacher takes towards an element has its own emotion(s) associated with it. Changes in emotions also accompany the alternation between these positions. The contradiction between two different positions can also result in conflicting emotions, which is essential in constructing teacher identity. It is also observed that while teachers were aware of their different positions in relation to the same element and explained each position with its effect and reasons, none showed any realisation of the different emotions that occurred with the change of position towards the same element.

To conclude, informed by a sociocultural perspective, this study contributes to our knowledge of university English language teachers' identity and how they are constructed and reconstructed in a teaching context like the ELI, where PD and policy play a distinctive and dominant role. The findings demonstrate how teachers' identities were shaped and reshaped by positioning themselves in relation to different elements in the context and to other

teachers, indexing through metaphors, and distinction from and adequation to others. It also demonstrates the effect of context, culture, and teachers' beliefs on teachers' identity. Findings also demonstrate the interrelationship between teachers' identity, agency and emotions, and this interaction is what constructs and reconstructs teachers' identity in relation to various factors and elements in the context.

6.3 Implications and Contributions of the Study

The present study's findings have implications for our understanding of university English Language teachers' identity, agency, and emotions. This section considers three areas of implications: theoretical implications and contributions, methodological implications, and implications for professional development programmes and policy makers.

6.3.1 Theoretical Implications and Contributions

This study sheds light on the role and influence of PD on teachers' identity and how it is constructed and reconstructed in a context where PD and policy play a distinctive and dominant role. It provided valuable insights into how teachers enact and negotiate their professional identity, agency, and emotions, making theoretical contributions in the field of teacher identity.

My findings demonstrate that, in the context of emotional interactions, teacher identity shapes their emotions, which, across time and experiences, affects their teacher identity. Consequently, the relationship between teacher identity and emotions is related through a continuous, multidirectional, and dynamic process as opposed to being a one-way relationship. Also, drawing on Bucholtz and Hall's identity theory (2005) and Lazarus' theory of emotions (1991), I found that when teachers discussed elements in the context from a different position they had in that context, it resulted in them reporting different emotional responses. For example, while teachers felt angry, sad, and ashamed about a lack of autonomy when they positioned themselves as teachers, they felt relief towards the same element when they positioned themselves as mothers and administrators. Investigating emotions by drawing on Bucholtz and Hall's positionality principle provides new insight into the relationship between identity and emotions. Instead of just analysing the relationship between emotions and identity and the effect of each on the other, focusing on the emotions

that occur in relation to identity positions that teachers take, and investigating changes in emotion that accompany those positions, particularly over time, is an area that will add greater depth and more holistic insights to our awareness of the interplay between identity and emotions, as well as the complexities of teachers' roles and their lives.

One of the most interesting findings in this research is the effect of the policies, rules, and unified system on teachers' agency. I explained that there is a conflict in that teachers are displaying agency, but they display it in a cultural or institutional environment that on a surface level might be mistaken for a complete lack of agency or conformity to the environment. I argued that teachers show agency given their roles and positions in the context but could be seen to show conformity towards the structures around them, which shows the complexity of teachers' engagement with their environment and the need for contextual and cultural awareness and consideration in the discussion of agency and conformity. I argue that considering the culture, beliefs, and restrictive context (institutional and national), teachers show their agency, and actions that may be analysed in another context as lack of agency, are seen here as agency at work.

There is also a relationship between the positions teachers took in relation to contextual elements and how they performed agency, which brings agency into the same relationship with identity and emotion mentioned above. I have to point that being part of this culture and one of these teachers gave me insight on the culture, beliefs, the education system, and many important elements in this context, which helped me understand even what I was not expecting to find in teachers' accounts and responses. This suggests that, when studying agency and conformity, there is a need for contextual awareness and consideration, and therefore, research should consider the important role of culture, beliefs, and background of the teachers. More importantly, research should consider the positions teachers take in relation to different elements of the context when studying their agency. This consideration will provide a better view of teachers' agency and how it is performed in different contexts.

Findings show the importance of time in the change of teachers' identity, agency, and emotions. Teachers in this study were aware of their changes, and through their interviews, they expressed clearly how they changed the way they teach, seek knowledge, and even their view of themselves. What is interesting in the findings of this study is that the change was not only related to teachers' experiences in their context, education, policies, or professional

development. Some teachers changed because they became mothers or took an administrative position that changed their views and made them more accepting of the rules and policies. Research should appreciate the value of understanding the effect of different changes teachers go through in their teaching careers besides their professional development and experiences on the shaping and reshaping of their identity. Furthermore, this investigation of the effect of these changes on teachers' identity, agency, and emotions was conducted with experienced Saudi teachers who have been in the same context for a long time. It is important to consider the reshaping of teachers' professional identity at every stage of their careers, and including different demographics and trajectories.

6.3.2 Methodological Implications

A phenomenological method was used in this research to focus on the individual's perspective in attempting to understand the phenomenon under study, which facilitated an understanding of how ELI teachers' experiences with PD influenced their identity, agency, and emotions. This method led to a better understanding and contextual grounding regarding what policymakers, teacher educators, and applied linguists discuss when engaging with the English language, classroom practices, and professional development in different contexts. It also helped in eliciting data when there is a shared understanding between the researcher and the participants (discussed below). I used Smith's (1996) idiographic and inductive interpretive phenomenological analysis (IPA) method to explore participants' accounts of their personal lived experiences while looking phenomenologically into their individual perceptions. IPA allowed me to investigate how teachers make sense of their personal and social experiences, events, and states in this particular context.

Since IPA is concerned with the semantic record of the data, it was a beneficial method to analyse data in my study, particularly when drawing on Bucholtz and Hall's (2005) identity framework, and particularly the indexicality principle, though all findings in this interview-led study were semantically indexed, e.g., emotions, change, or degrees of agency. As mentioned in my data, teachers used indexicality through labels (e.g., metaphors or social labels) to characterise their identity positions, which shows how these teachers see themselves and how PD, policies, and regulations affect their teacher identity. To look at indexicality, I examined the semantic content of my data and the teachers' language use on a deep exploratory level

via IPA. Therefore, phenomenology, especially IPA, is a viable and useful tool for studying identity.

Being a teacher in this context influenced my interviews with the teachers in different ways. First, as an insider, I was aware of different elements in the context with all its policies, rules, and regulations which facilitated setting up both narrative and semi-structured interviews. Also, being an insider allowed for a more transparent conversations because participants spoke freely in the language they prefer (Arabic or English) about various elements and expressed their views, perceptions and emotions, without feeling the need to justify or defend their position, especially when they disagreed with some of policies, because during these interviews they considered me as a teacher and not as a researcher. Furthermore, having a 'shared reference' with the participants allowed them to express their ideas without explaining policies, rules or other elements in the context (e.g., pacing guide) which served my phenomenological approach. Another important advantage of being an insider is that teachers did not feel embarrassed of their lack of control and autonomy and therefore spoke freely throughout the interviews. This is very important to consider especially that some of the teachers faked a position with more control and autonomy in front of people who are not aware of their context, which would be the case if the researcher was an outsider. Therefore I believe that being an insider with an awareness of the context provided me with deeper and richer data which wouldn't have been produced with an outsider researcher.

The methodological tools that I utilised to collect my data consisted of narrative inquiry and semi-structured interviews. I started with the narrative interviews, which gave me insight into the effect of professional development in an environment characterised by strict policies, fixed curricula, and specific expectations about teaching practices on teachers' identity, agency, and emotions, as well as an understanding of other elements that intersect and interact with these factors in the context. After teachers told their stories through narrative interviews, I transcribed and started analysing them before I wrote and conducted the semi-structured interviews.

The technique of combining narrative and semi-structured interviews in this way was valuable because it came with affordances that enhanced the research design and process. Firstly, it allowed me to write different semi-structured interviews for each participant to gain more

information and seek further clarification on their individual experiences based on their narratives. Secondly, it facilitated the elicitation of additional data when encountering vague, incomplete, off-topic, or ambiguous answers, and allowed space for the identification and processing of such data, which enriched the wider study. Finally, teachers had the time to reflect on the stories they told in the first narrative interview, and by the time I conducted the semi-structured interviews with them, they added views, thoughts, perspectives, and, in some cases, emotions they felt or thought of on their own after our narrative interviews (which I did not think of or refer to in our interviews), which produced interesting themes and findings. This also made participants more engaged and proactive in the research, as they understood the objectives of the research and their roles in achieving them. Therefore, research on teacher identity should consider conducting, transcribing, and analysing narrative interviews prior to conducting semi-structured interviews to gain a more comprehensive and nuanced understanding of how individuals perceive, construct, and negotiate their identity and to allow their participants the time and opportunity to reflect between different data collection methods.

6.3.3 Implications for Professional Development Programmes and Policy Makers

Motherhood was one of the interesting roles teachers referred to in relation to different elements in this context, which shows elements of the effect of culture on identity construction. Teachers discussed motherhood in the context of their professional roles, particularly areas of their roles that others see as disempowering. This was because they consider their motherhood role as equally crucial as being teachers, which not only constructed their identity but also affected their agency and emotions. As such, it is essential for professional development programme managers to be aware that motherhood, with its cultural associations and expectations, is an important factor that can be a driving force behind perceptions and actions of teachers. Understanding how this role affects teachers' identity, agency, and emotions can highlight areas where agency may be enhanced or constrained, and where policy might work against or with other social forces. This also opens the door to considerations of other roles that teachers bring into their profession, which impact on how they position themselves in different ways in relation to various contextual practices.

Insights into participants' professional identity in relation to their experiences in their professional development programme has far-reaching implications. Professional development programme providers in different educational settings who may be interested in promoting English language teaching professional development training would benefit from these findings. Firstly, as mentioned above, teachers' experiences of their professional development programme influenced the construction of their professional identity and affected their agency and emotions, which in turn shaped and reshaped their identity. The implication for English language university teachers' professional development is that awareness of their professional identity may enhance their agency, which will develop their classroom practice. Hence, including professional identity components, and embedding awareness among teachers and teacher educators of the implications of training for teacher identity, would be likely to enhance the effectiveness and contextual appropriateness of professional development programmes. For example, teachers may benefit from professional development programmes that not only focus on pedagogical skills but also nurture a positive professional identity, or which build bridges between training sessions with different impacts on their trajectories. It would also help make PD more inclusive across staff with different competencies, experience, and status, as this study showed that PD can be used in processes of differentiation (e.g., "others need this buy I do not"). As such, professional development providers should see the value of considering teachers' professional identity when designing professional development programmes, and this study presents starting points for those conversations.

According to the findings of this research, teachers view the PD programme as inapplicable to their classrooms due to the pacing guide, restricted timings, the unified curriculum and certain policies. Also, in some cases, teachers expressed that PD in ELI is not beneficial for them because of their level of education and years of experience. Therefore, the following recommendations are proposed to enhance the PD programme in ELI and more widely:

1) PD training should be more aligned with the policies and regulations of the ELI in terms of the pacing guide, books, timings, and unified exams. This alignment will make PD more applicable to the reality of the classrooms which will enhance the overall teaching practices.
2) The PD unit should acknowledge differences in terms of professional development needs of experienced teachers in comparison to novice teachers, particularly in their

experience and education level. Therefore, the PD unit should provide PD training sessions that are designed for experienced teachers which are more advanced and suits their needs.

3) The PD unit should conduct surveys and elicit feedback after each training, which could focus on understanding teachers' challenges, competencies, desired areas of growth, and their needs vis-à-vis the reality of their classroom.
4) The PD unit could liaise with curriculum managers and teachers around medium- and long-term curriculum goals and communicate clearly about potential changes in practices and approaches that might require teachers to engage with new skills and practices

The findings of this study demonstrate that teachers agree with the unified system, including following pacing guides, specific textbooks, and even assessments. This agreement was because of the top-down culture and was based on perceived benefits to students and their outcomes. Although teachers agreed with these policies and regulations, when they positioned themselves as teachers, they expressed a lack of freedom and autonomy, undesirable effects on their teaching practices, negative emotions they experienced, and how all these factors affected their view of themselves. These different positions caused a conflict which affected teachers' identity construction, agency, and emotions, which policymakers should consider. The implication I see here is not to propose change to the unified system or any of the policies and rules of the context. Instead, I believe educational policymakers should consider the influence of top-down systems, rules, barriers, and regulations on English language university teachers to ensure successful teaching and an environment that values the emotions and identities of teachers and students.

This consideration should take into account the teachers' values, beliefs, cultural backgrounds, and the continuous professional development that they are engaged in. Policymakers should look to:

1) Recognize the importance of teacher agency by allowing teachers to have a degree of autonomy in decision-making by providing opportunities for teachers to contribute to policy discussions, ensuring that they have a voice in shaping the educational landscape.

2) Find a balance between standardised educational policies and flexibility to accommodate the individuality of teachers. For example, teachers can be part of the unified assessment by participating in writing these tests and having the opportunity to view them and modify them according to their students and teaching practices. This balance can allow teachers to adapt to the specific needs of their students and context while still adhering to overarching educational goals, which will enhance their autonomy and agency.

3) Acknowledge the effect of culture on the teachers; for example, teachers in this study were affected by their ideas of the cultural capital and value-laden expectation associated with 'the university teacher', who has complete autonomy and freedom, which was found to affect their identity and emotions in relation to their actual roles. By integrating these considerations into policymaking, policymakers can create an educational environment that addresses the practical aspects of teaching and, at the same time, acknowledges and addresses the importance of the multifaceted dimensions of teachers' identity, agency, and emotions. By acknowledging and addressing these elements, policymakers can also create an environment that fosters positive teacher experiences and, in turn, contributes to the overall improvement of the education system. It could also provide more freedom for teachers to pursue elements of their roles and statuses that they value, which could enhance their satisfaction and motivation.

6.4 Limitations

Due to the complexity and diversity of research on language teacher identity and emotions, this study has some limitations discussed below. These limitations also present opportunities to understand and reflect on research design and contextual elements in research that are part of the nature of what is observed.

Data was collected from six Saudi female English language teachers in the English Language Institute at King Abdulaziz University. To gain valuable insight through the rich qualitative phenomenological analysis, my sample was demographically homogeneous, so teachers share similar educational, linguistic, and cultural backgrounds and operate in the same contextual setting, although they might experience it differently. The fact that these teachers have some alignment in their social and contextual backgrounds and practices allowed me to perform interpretive phonological analysis effectively; specifically, I could identify and examine

variability among these teachers through analysing patterns of convergence and divergence and of similarities and differences. This study, therefore, was limited in gender, profession, education sector, university, L1, and nationality.

Regarding gender, findings would differ regarding identity construction, trajectory, and emotions compared to males in a male-only context. Motherhood, for example, was a theme I was surprised to find in the way it emerged in the data; it would be interesting to know how fatherhood exists as an index or position for males in an all-male context, and if this position is more emphasised to females due to the effect of wider cultural expectations, which place high value on the role of mothers. Also, it would be interesting to observe how top-down policies and PD are designed, developed, and communicated in all-male contexts, and how career trajectory maps onto the identities and emotions of male teachers, as this did not seem to be a factor in my participants' perceptions of the usefulness of PD sessions (e.g., focusing on immediate applicability to their teaching, and not to potential future roles and associated skills required).

Regarding the participants, I decided to focus on teachers to gain richer data and provide the study with a stronger focus. As such, not including the voices of students, policymakers, or other members of the professional development unit, such as trainers and administrative officials in charge of designing training programmes, is a limitation of this study. It would be interesting to research the effect of PD on people who are designing and presenting these training in a top-down context, and analyse their views and perceptions in relation to the policies, rules, and especially teachers who, as mentioned in my findings, showed different positions in relation to PD. Such research may result in different findings, which will have insight on these people's identity and emotions, including perceptions and considerations of teacher identity in current institutional practices, and the identities and emotions of people involved in PD and management in the setting.

Regarding the education sector, university, and country, teaching students through a unified system in the preparatory year is becoming more popular in many universities in Saudi Arabia specifically, and worldwide (Brdesee & Alsaggaf, 2021). Therefore, investigating the effects of PD in relation to a top-down system with a unified structure in different English language teaching departments, in different regions, and even different in countries would enhance and build on the findings of this study, particularly if conducted in terms of existing variations,

gender differences, and different contextual factors, and implications of practices and policies in shaping and reshaping teacher identity.

The small sample size of six English teachers is another limitation, though it is appropriate for an interpretive phenomenological analysis (Smith & Osborn, 2008). I aimed to gather rich data regarding English teachers' experiences of their professional development programme in relation to their professional identity, agency, and emotions. Narrative and semi-structured individual interviews with each teacher allowed me to gain rich data. That data enabled a more robust understanding of the teachers' situations and gathered evidence that would be difficult to gather with a larger number of participants. This is a limitation because I was not able to look at wider data with different characteristics such as different age groups and parents vs. non-parents. For example, will a teacher who is older or not busy with her role as a mother appreciate policies and rules that take away her autonomy and freedom? Moreover, will this context affect her identity, agency, and emotions differently? Therefore, research with a wider data, or that builds on previous research, can lead to more nuanced findings which would result in even greater insights into teacher identity.

Motherhood was a surprising theme and an exciting finding of this research. Teachers referred to this role in relation to different elements in this context, which shows the effect of culture on identity construction. I was not expecting this theme to feature as it did, and did not realise how strong its effect would be on my findings. Not expecting the role of motherhood to have this effect on teachers is, therefore, a limitation of this study. Knowing about this theme prior conducting my study would result in including further investigation into my design around how life and profession intersect. Also, I would access elements beyond what the teachers expressed in relation to PD or specific elements of the context. In future, researchers in the area might predict and build this into their research design.

Another interesting finding of this research was how two of the teachers faked a position of a teacher who has control and autonomy in front of their families and in-laws. This shows that there was some deception displayed by the teachers that I needed to be aware of. Also, knowing about this theme before conducting the study would have prepared me to investigate it with more awareness. For example, I cannot be sure that this deception was only characteristic of the two teachers who mentioned it, and whether other teachers take

false positions but did not mention it in their interviews. These insights would have produced richer data that could benefit this research.

Focusing on PD and not the whole context, except elements that arose in interview data, is a limitation of this study. Though I observed other areas in this context during my fieldwork and prior experience, I focused on PD as a vehicle for understanding a specific element of the setting. I zoomed in on PD in order to generate questions, identify problems, and generate specific understanding. Narrowing in on this one element of the structure of this environment allowed me to relate PD to the teachers' roles and instructions, which in turn contributed to the teachers' identity, agency, and emotions. If I had focused on the whole context, I would have more robust data, which would have provided a more holistic view of the context. This might contribute to a better understanding of different elements in the context that teachers did not refer to in their interviews. Similar limitations relate to elements in the context that emerged in the data but were not of central focus but could have been core to the framing and data collection and analysis, such as the assessment, pacing guide, and specific textbooks. Knowing about these elements before conducting the study, I would have a further investigation into my design around their effect on teachers.

When I started this study, I was not expecting COVID to be part of it, which I believe impacted the study in different ways. By the time I conducted my interviews, the COVID situation was starting to be resolved and according to the Saudi government rules and regulations at the time I was able to conduct face to face interviews with the teachers. Nonetheless, I believe that the pandemic affected my study in the following ways: 1) During the pandemic, the PD unit provided teachers with online training that guided and supported them regarding online virtual learning management, digital tools, and other techniques they needed to teach online. These training, according to one of the teachers, were informative and helped overcome this difficult time. Although only one teacher referred to this experience, all teachers attended these training to be able to teach online. Therefore, PD organisers were given a more pragmatic role during the pandemic to meet teachers' needs carefully, which might have impacted teachers views and perceptions in a positive way regarding the PD programme than they would have before. 2) Some of the themes may have featured due to the impact of the pandemic on teachers. For example, did motherhood feature prominently in my data after a period when teaching was performed at home and therefore very difficult to undertake while caring for children during the pandemic, whereas they might have had slightly different views

if the pandemic hadn't happened? This shows that PhD research presents findings that reflect people's view of reality at a particular time, but people, and the conditions and wider society around them change, which the COVID-19 pandemic emphasises. Those changes become part of people's ever-changing view of reality going forward, which makes it difficult to capture how COVID influenced people's identities, emotions, and trajectories in research in this context (with a focus on PD and the surrounding context), but it is important to acknowledge that this fieldwork took place just after a pandemic impacted on people's practices and perceptions in educational settings around the world, and these changes will occur in different ways over different timescales.

6.5 Recommendations

This study creates a space for further consideration of university English language teachers' identity and how they are constructed and reconstructed in the researched teaching context of the ELI, where PD and policy play a distinctive role and realisation. This final section presents the recommendations of this research and identifies areas for further research on teacher's identity as a way forward.

Much of the literature on teachers' identity is conducted on new teachers in their first years of teaching or on teachers who face change in their teaching contexts. Although much of Saudi English education is being presented as in shift with the 2030 Vision, the curriculum and its policies in ELI remain consistent. With this consistency in most elements in the context, the findings of this study illustrate that teacher identity is in constant change. Therefore, further exploratory and comparative research is recommended on experienced teachers' trajectories and change through time at every stage of their career to capture how identity, agency, and emotions, and interrelation between them, shape and reshape teacher identity over time. Also, this study's findings discussed how teachers changed through time and how teachers' engagement with PD in relation to the context affected teachers' identity, agency, and emotions. These changes were described from the teachers' perspectives and how they believe they changed through time. A more longitudinal phenomenological study would better capture these changes and the effect of PD in relation to the context on teachers' identity, agency, and emotions and would provide richer data about changes that may occur in the context and their effect on the teachers, especially the ones related to Vision 2030.

My research's findings also demonstrate that teachers accepted the cultural framework, adapted to the context, and decided to teach in a way that achieve their and their students' goals, which demonstrate their agency. As teachers' actions and identity could impact student attitudes, performance, perceptions, outcomes, and satisfaction, further research is recommended to focus on the effect of this change on students' identity and practice. Also, while teachers described changes in their identity and teaching practices as a positive change that benefits their students' outcomes, further research is recommended from students' perspectives and views on these practices.

Teachers' emotion has recently been a subject of empirical interest in the field. Language teaching has been explored as a career that involves a level emotional labour that affects teacher identity. The findings of this research demonstrate that in the context of emotional interactions, teacher identity shapes their emotions, and that they are related through a continuous, multidirectional, and dynamic process, as mentioned above. I suggest that there is opportunity for empirical research and further theorisation on the effects of teachers' emotions and their relation to culture and beliefs in different contexts. For example, whether findings in similar or different contexts would differ from my findings, whether different PD agendas might have interesting implications in other contexts, or where different cultural practices and beliefs around motherhood might help understanding of elements of domestic and professional practices, discourses, ideologies, and identity. Also, further research may shed light on the effect of teachers' emotions, both positive and negative, on students' identity and practices.

Finally, the findings of this research shed light on the importance of teachers' culture, beliefs, and values in relation to different elements in their context. Teachers were found to not only accept but also adapt to and, at times, embrace rules, policies and regulations in their top-down context because of their culture, beliefs, and other personal factors. This included perceived ways in which they were positioned by others in the context, whether their family or students. Although data revealed differences in teachers' views, practices, emotions, and change through time, these Saudi English language teachers share the same broad culture, were raised and taught in a top-down education system, and, as mentioned in my data, share the same understanding of an ideal view of a university teacher and its social value. Therefore, interesting findings may occur from studying the effect of this top-down context with its rules and regulations on non-Saudi teachers, who come from different educational backgrounds,

cultures, and even nationalities. Will these teachers still enact agency in the same way? How will they cope with and react to rules and policies and why? There are many questions about how non-Saudi English teachers index their roles and identity positions in this context, and how their identities, agency, and emotions are seen vis-à-vis these Saudi teachers who are familiar with local expectations and top-down educational culture. Therefore, I suggest research on identity, agency, and emotions can focus on the effects of top-down, restrictive contexts, in relation to PD, on teachers who are not from that context, many of whom come from freer and more theoretically-driven and freer teaching backgrounds. This might provide valuable insights for Vision 2030, and how educators can operate and see themselves in current Saudi education.

Appendix A Narrative Interview Sample

UNIVERSITY OF Southampton

Project Title: Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences of Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions

ERGO: 64803

In my invitation letter to you to participate in this study, I explained that my aim is to understand ELI teachers' engagement with and perceptions of the CPD programme in relation to their contextual roles and professional identity. I am focusing on exploring whether your professional identity can be influenced and shaped by what you experience in your CPD programme. Furthermore, the study explores how, and the extent to which, CPD programmes in this environment influence your agency and emotions.

This interview between us will be audio recorded, and I would like you to tell me as much as you can about your views and experiences related to the points below. You can start wherever you wish, and take your time as you explain your experience of the professional development programme in relation to your classroom, polices, pacing guide and other important elements in your context. I will listen to you without interruption, but I will take notes from time to time to remind me of those matters on which I need clarification. I will seek such clarification only after you have finished telling me your story. Additional relevant experiences would be very insightful to me. As a guide to assist in your narration, consider the following list, and try to consider relevant and meaningful experiences and ideas you have as fully as you can in your narration:

- Experiences you have had with training courses that can or cannot be applied to enhancing your practice, skills and development.
- Experiences with training courses that are particularly meaningful and applicable to you, your role and your context.
- Experiences with training courses that lack meaning or application to you, your role or your context.
- Experiences that allowed you to appreciate your needs, and how they are or are not being met in your role as a teacher.
- How you can or cannot relate your professional development experience to your experiences with the curriculum, pacing guide, policies and/or other relevant elements in your context.
- Describe anything else that can shed light on your professional journey as an educator, and how it affects your development and performance in your current role.

Please feel free to add any other observations, comments and opinions that you feel would elaborate on your experience of the professional development session.

Appendix B CONSENT FORM (Teacher's Interview)

UNIVERSITY OF Southampton

Study title: **Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences of Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions**

Researcher name: Hadeel Eshgi

ERGO number: **64803**

Please initial the box(es) if you agree with the statement(s):

I have read and understood the participation information sheet (teacher PIS) (May*,2021 /version no.1*) and have had the opportunity to ask questions about the study.	
I agree to take part in **this interview** and agree for my data to be used for the purpose of this study.	
I understand my participation is voluntary and I may withdraw for any reason for any reason without my participation rights being affected.	
I understand that if I withdraw from the study that it may not be possible to remove the data once my personal information is no longer linked to the data.	
I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name or identity will not be used).	
I understand that my anonymity cannot be guaranteed during the study, but that any information collected by the researchers will be kept confidential.	
I understand that taking part in the study involves **electronic and audio recording *which will be transcribed and then destroyed*** for the purposes set out in the participation Information Sheet.	
I understand that my personal information collected about me such as my name or where I live will not be shared beyond the study team.	
I understand that the transcripts of the interviews (with all identifying information removed) will be deposited in the University of Southampton archive and made available for future research and study.	

Name of participant (print name) ……

Signature of participant ……

Date ……..

Name of researcher: Hadeel Eshgi

Signature of researcher ……

Date……

Appendix C CONSENT FORM (training observation)

UNIVERSITY OF Southampton

Study title: **Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences of Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions**

Researcher name: Hadeel Eshgi

ERGO number: **64803**

Please initial the box(es) if you agree with the statement(s):

I have read and understood the participation information sheet (teacher PIS) (May*,2021 /version no.1*) and have had the opportunity to ask questions about the study.	
I agree to take part in **this training observation** and agree for my data to be used for the purpose of this study.	
I understand my participation is voluntary and I may withdraw for any reason for any reason without my participation rights being affected.	
I understand that if I withdraw from the study that it may not be possible to remove the data once my personal information is no longer linked to the data.	
I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name or identity will not be used).	
I understand that my anonymity cannot be guaranteed during the study, but that any information collected by the researchers will be kept confidential.	
I understand that taking part in the study involves **researcher's observation and written field notes** for the purposes set out in the participation information sheet	
I understand that my personal information collected about me such as my name or where I live will not be shared beyond the study team.	
I understand that written field notes in the observation (with all identifying information removed) will be deposited in the University of Southampton archive and made available for future research and study.	

Name of participant (print name) ……

Signature of participant ……

Date …….

Name of researcher: Hadeel Eshgi

Signature of researcher …….

Date……

Appendix D CONSENT FORM (non-observed teacher)

UNIVERSITY OF Southampton

Study title: **Exploring Contextual and Individual Factors that Shape English Language Teachers' Perceptions and Experiences of Professional Development Programmes in a Saudi Female University Context: The role of professional identity, agency, and emotions**

Researcher name: Hadeel Eshgi

ERGO number: **64803**

Please initial the box(es) if you agree with the statement(s):

I have read and understood the participation information sheet (non- observed teacher) (May*,2021 /version no.1*) and have had the opportunity to ask questions about the study.	
I agree to take part in **this training observation** and agree for my data to be used for the purpose of this study.	
I understand that the researcher may take some notes if I interact with the trainer.	
I understand that I may be quoted directly in reports of the research but that I will not be directly identified (e.g. that my name or identity will not be used).	
I understand that taking part in the study involves **researcher's observation and written field notes** for the purposes set out in the Non-participation Information Sheet.	
I understand that if I change my mind and do not consent, my interactions with the observed participants will not feature in the PhD	
I understand that written field notes in the observation (with all identifying information removed) will be deposited in the University of Southampton archive and made available for future research and study.	

Name of participant (print name) ……

Signature of participant …….

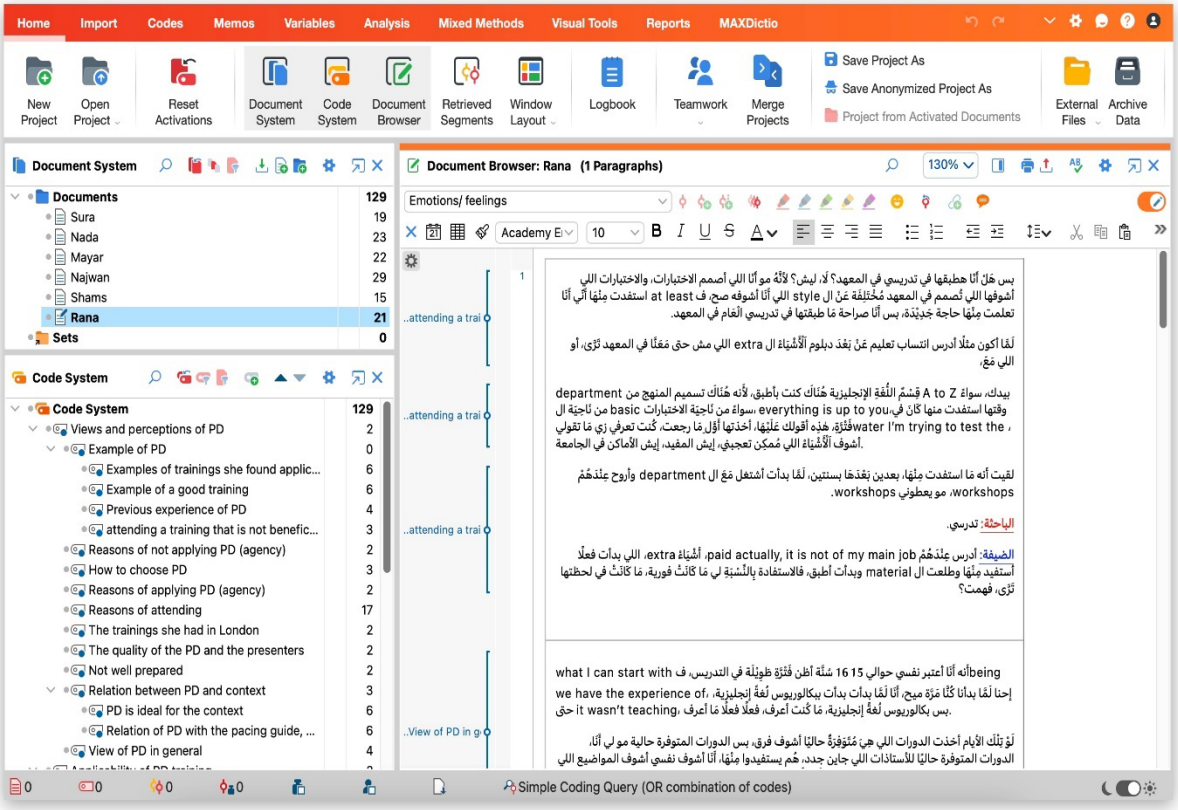
Date …….

Name of researcher: Hadeel Eshgi

Signature of researcher ……..

Date……

Appendix E Sample from MAXQDA



Appendix F Sample of Semi-Structured Interview

Semi-structured interview with Rana

The researcher:

Our questions today will be mostly about what you discussed in the previous interview. Let's start with the first question, you talked about a feedback training that you applied with your students, and when you applied it was very successful, how did that experience make you feel? The success of applying the workshop?

Rana:

I still have so much to learn, no matter where you go, and where you get, what you study, how many degrees you got, you still have so much to learn to teach students...For me, the way I think about it, I have to keep learning in order actually to keep teaching because the students actually are changing, so we can't just stop; we have to keep growing; there is always something to learn.

The researcher:

You also mentioned that you were more advanced than most of the professional development trainings provided when you said that you know most of what is presented. So, do you think that what is available now in the professional development does not meet your needs at this certain time? Do you think you need something more advanced, more suitable for Rana and not everyone else?

Rana:

Yes, when it comes to the professional development of the ELI

I feel more advanced, today you received an email, can I give you an example?

The researcher:

Yes of course

Rana:

We received an email about a workshop that is coming up, I always keep a look at the emails actually comes and the workshops they have, I give you example, it says sharking it up, reflecting on common and unconventional ways for teaching vocabulary, this is not a something that I'm interested in.

It is not something that I feel that I'm going to apply 100 percent, it is as I said, it is little more basic than I need, so the workshops I try to look for workshops elsewhere that are more advanced than these kinds of topics.

The researcher:

We also talked about train the trainer, and how it was very valuable for you as a teacher, and that you applied it in your classroom, how did that make you feel when you got something valuable out of the training?

Rana

I felt proud and happy because I always like to learn…There is a lot to learn. I still have so much to learn; no matter where you go, and what you get, what you study, how many degrees you have, you still have so much to learn to teach students. The way I think about it, my learning, my own studying happened at a period of time, it's actually stuck in that period, so I have to keep learning in order to actually keep teaching because the students actually are changing, so we can't just stop at where we have been in that point, we have to keep growing…as I said, I don't like to stop at a certain point; there is always something to learn.

The researcher:

You also mentioned that you do not write exams for your students and you still attended a training on how to design an exam and that may not be beneficial for you.

Rana:

I'm not going to apply it at this point.

The researcher:

Yes, how is that make you feel?

Rana:

As I said, my initial reaction will be to feel like I wasted my time, but as I said before, later on, maybe like a year later actually I get to use the skills in order to design my own exams.

So, I'm not going to say that I avoid for example taking a workshop, because it is not going to be useful for me, but I try to find something that is useful for me at this point, as I said so I don't waste my time.

The researcher:

You mentioned what happened when you went to teach in the department and you applied the knowledge that you got from training, applying the knowledge at that time, how did it affect you?

Rana:

I felt relieved that I didn't have to learn this from scratch. I didn't have to be put on the spot; I have to do something I don't know how to do, so at least I had the background knowledge, and I only needed to apply it at that point.

and exams, they are quite stressful already, so at least I had the background knowledge and I only needed to apply it at that point.

The researcher:

You mentioned last time that you don't write your own exams, do not see them, and even don't mark them. How do you think not writing the exams and not knowing about them, affect your role as a teacher, in terms of your feeling and your practice in the classroom.

Rana:

In terms of my feeling, you feel that you don't have that much control over your teaching, over the pace or goal of the teaching, because for me or at least for ELI students the goal is to pass, their main goal is to pass and their main goal it to go to the second year, they don't have that much interest in using the language outside of the classroom.

So, in terms of my practice as I said I try to teach as much as possible focusing on exam skills, so when I teach for example a speaking question, I immediately say while I was actually explaining in the question, I will say for the students for example you see this question make sure you know how to answer it, make sure, use the vocabulary this and that in order to answer, because this kind of questions actually comes in the speaking exam.

And now, how about we practice it, I want you to try to answer it, answering a speaking exam, and I practice with them. So I concentrate on exam skills in all skills even in writing.

I check how the ELI will examine them, and I teach them in a way to pass this exam. Because these are foundation year students, what is their goal? Their goal is to pass this year and move to the next one. Many of them, poor things, don't pass the course. Once the students come to my class, the first time I meet them, I tell them my way of teaching consists of two things. First, I concentrate on your writing because the writing develops all your other skills. Second, I try to teach as much as I can in a way that focuses on how they will pass the exam. I focus on the exam skills as much as possible; before I even start to teach, I look at the exam rubric, I try to see what is required of them, and I try to focus on that while I actually teach them. So when I teach, for example, a speaking question, I immediately say, while I am explaining the question, I will say, for example: you see this question? Make sure you know how to answer it because these kinds of questions actually come in the speaking exam. What I can do is give them the material that lets them pass the exam, and thank God, the students text me saying teacher, this question came, and I remembered what you said about it. So thank God I saw the difference with my students.

The researcher:

You said something very interesting in our previous interview. You said that when you first came back you used to feel as a robot, but now you changed and you feel like a link, can you please elaborate and explain the change between these two descriptions of yourself?

Rana:

I always teach according to my students' needs, the students that I have at the beginning of my time when I came back I think in 2019 they were extremely advanced, they were taking again 104, but the book for them was so easy and they were so bored in the classroom.

And I wanted, I was actually quite, you know when you comeback you are passionate and you want to change the world and you want to do a lot of things, but what I was faced with is this pacing guide, and this material that was below the students' levels.

So, I had to change things up, I actually told them this, whenever they complained about the listen or the material, this is so easy, we don't want to do it, it's boring, when will we finish and leave?

It was a little difficult to control the class. They were all excellent students.

I told them to have mercy on me, I feel like a robot, have patience, give me a break, I have to teach you this material, its like playing a CD. We reached an understanding, and they tolerated and after accomplishing the required material I taught them material they are interested in, such a YouTube video that we actually watch and then we talk about it.

I give them for example some situations, or we read a novel and act it or discuss it, they were great students.

And whenever and actually I enjoyed teaching them the extra curriculum things. But then I started teaching average students and this is where the change happened.

You know when you come back, you are passionate, and you want to change the world and do a lot of things, but what I was faced with is this pacing guide…I felt like a robot…I used to say why don't they give me a CD that I go to class and turn on instead of teaching. Then I started to see the levels of the students, and I started to say that the actual material, pacing guide, and book are actually good, and the curriculum is a perfect fit for the students, and I felt that this is what is supposed to be…I became more realistic and more understanding, I learnt to compromise, I learnt to go with the flow as much as needed, to not focus so much on the things that I want to do as much as what needs to be done, again without compromising what the students need…Now, I view myself as a link between the ELI and the students, I deliver what ELI wants me to deliver to the students, but in my own way, with my experience and what I've learnt, I can see what benefits them and what doesn't, and what helps them pass the exam.

And this is where the feeling of a robot disappeared because I started to feel this is how it should be done.

Also, when I came back, I started my administrative work, so I was so busy and I had no time to find extra material for example.

I also had a baby and I don't have time to prepare for the students as before.

I have so many other responsibilities, whether it's my baby and my new family life or that I work in the academic writing centre and the administrative work that takes three-quarters of my time, so I have many other things to do.

So the system served me, and if I had the control I had in the past, it would be very tiring.

The researcher:

I understand, so as you mentioned, you coped with the system.

Rana:

Yes, you take the good and leave the bad .ya ya ya,

The researcher:

According to your previous interview, you coped with the unified system, can you tell me how?

Rana:

You take the good and leave the bad, this is my job and I have to perform it in the best way. If keep thinking about the negatives of it I will feel exhausted. So I thank God and keep going.

The researcher:

And how does that make you feel?

Rana:

You feel helpless; I don't like to focus on this feeling; I have no hand in it, which is the reason I don't like to think about it and forget it; I mostly mean the speaking and the writing, if I think about them I will feel enraged that how my students enter an exam, I don't know what will come in it. And then I don't like the word I don't know, and again, as I mentioned before, I don't like to think about it.

The researcher:

You mentioned previously that the pacing guide is good because of your administrative work and being a mother. What about other teachers?

Rana:

If the teachers are busy, and I would say they are because they all have administrative work and positions, it will definitely help them, although I think it's a double-edged sword. We do want freedom of teaching, but without the time, we cannot do it, and it will be a mess, so just about the balance of it. So, for me, it makes me feel safe that although I am busy, I will not give less in teaching students, so honestly, the pacing guide and the whole system give me the balance I need.

The researcher:

Ok, can you tell me what have you compromised in this context?

Rana:

Unfortunately, we don't have the freedom to apply some teaching techniques, but for me, I don't consider it unfortunate; I think it is okay because I have so many other responsibilities and my baby and my new

family life, so I have so many things to do, and the idea that I am just a link between the ELI and a student helps me…There is little compromise for both the teacher and the student, and also, we can be not following the pacing guide 100% to find a little freedom to learn and teach.

The researcher:

ok so do you think you are making the achievements you want in this context?

Rana:

I am being realistic, if the goal was the proficiency of the language then its impossible to fully achieve it. But if its passing the exam, which I think it is, because

if you ask them, if you actually ask them, they will eventually say we just want to pass the course, you see?

So, my own goal in the teaching is to get them to pass the course, I try to teach as much as I can in the way that focuses on how they are going to pass the exam, I focus on the exam skills as much as possible.

So my achievements are based on the students goals.

The researcher:

Can you please tell me in terms of your journey as a teacher, how did you change since you came back after your PhD?

Rana:

You know when you come back, you are passionate, and you want to change the world and do a lot of things, but what I was faced with is this pacing guide…I felt like a robot…I used to say why don't they give me a CD that I go to class and turn on instead of teaching. Then I started to see the levels of the students, and I started to say that the actual material, pacing guide, and book are actually good, and the curriculum is a perfect fit for the students, and I felt that this is what is supposed to be…I became more realistic and more understanding, I learnt to compromise, I learnt to go with the flow as much as needed, to not focus so much on the things that I want to do as much as what needs to be done, again without compromising what the students need…Now, I view myself as a link between the ELI and the students, I deliver what ELI wants me to deliver to the students, but in my own way, with my experience and what I've learnt, I can see what benefits them and what doesn't, and what helps them pass the exam.

The researcher:

Before we go to our last question, do you think its better to teach without the unified system, without a pacing guide, unified exams, and other policies?

Rana:

I didn't think this way before, but now

From organisational and administrative terms, there is an accreditation which comes with restrictions, and to keep the ELI accredited, we need to cooperate systematically.

Also, ELI is an academic institute that is related to KAU, which is also trying to get accreditation that is related to the Ministry of Education.

The researcher:

Lets go to our last question, how do you see yourself in the future?

Nada:

Honestly, I haven't thought about it before I all state think about where we have been, where are now.

Honestly, I didn't see myself ending here; it wasn't one of my interests before doing my PhD, but I am here, and I am enjoying it.

List of References

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*(2), 308-319.

Akyeampong, K., & Stephens, D. (2002). Exploring the backgrounds and shaping of beginning student teachers in Ghana: Toward greater contextualisation of teacher education. *International Journal of Educational Development*, *22*(3-4), 261-274.

Al-Awad, H. (2002). Ministry eyes ways to utilize newly hired English teachers. *Arabnews*. Retrieved from http:// arabnews.com/article.asp

Al-Haq, F., & Smadi, O. (1996). Spread of English and Westernization in Saudi Arabia. *World Englishes, 15*(3), 307-317.

Al-Maini, Y. H. (2013). Issues in integrating information technology in learning and teaching EFL: The Saudi experience. *The EUROCALL Review*, *21*(2), 49-55.

Al-Seghayer, K. (2011). *English teaching in Saudi Arabia: Status, issues, and challenges*. Hal Print CO.

Al-Seghayer, K. (2005). Teaching English in the Kingdom of Saudi Arabia: Slowly but steadily changing. In G. Braine (Ed.), *Teaching English to the world: History, curriculum, and practice* (pp. 125-134). Mahwah, NJ: Lawrence Erlbaum Associates.

Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, *4*(5), 17-26.

Al-Shithri, A. (2001, August 29). Tadris al-lugah al-englayzih fi al-marhala al-ebtidaia ba al am al qadim [Teaching English at the elementary school after next year]. *Riyadh Newspaper*, 3.

Al-Zahrani, N. O. A., & Rajab, H. (2017). Attitudes and Perceptions of Saudi EFL Teachers in Implementing Kingdom of Saudi Arabia's Vision 2030. *International Journal of English Language Education, 5*(1), 83-99.

Alam, M. (1986). *The effects of three experimental interventions on the spoken English proficiency of eighth grade Saudi Arabian students* (Doctoral thesis). University of Denver, Colorado.

Al-Asfour, A., Tlaiss, H. A., Khan, S. A., & Rajasekar, J. (2017). Saudi women's work challenges and barriers to career advancement. *Career Development International*, *22*(2), 184–199.

Alrabai, F. (2016). Factors underlying low achievement of Saudi EFL learners. *International Journal of English Linguistics, 6*(3), 21.

Alshahrani, A. (2017). Exploring EFL teachers' views regarding their CPD activities and challenges at one of the Saudi Arabian universities (Doctoral thesis). University of Exeter.

Alsup, J. (2006). *Teacher identity discourses: Negotiating personal and professional spaces*. Lawrence Erlbaum.

Anderson, G., Herr, K., & Nihlen, A. (1994). *Studying your own school*. Corwin Press.

Atkinson, D. (2004). Theorising how student teachers form their identities in initial education. *British Educational Research Journal, 30*(3), 379 394.

Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, *44*, 1175e1184.

Barkhuizen, G. (2016). Language teacher identity research: An introduction. In *Reflections on language teacher identity research* (9-19). Routledge.

Bauer, M. (1996). *The narrative interview: Comments on a technique for qualitative data collection*. London School of Economics and Political Science: Papers in Social Research Models, Qualitative (Series no.1).

Bauman, R., & Briggs, C. L. (1990). Poetics and performances as critical perspectives on language and social life. *Annual Review of Anthropology*, *19*(1), 59-88.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, *39*(2), 175-189.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, *20*(2), 107-128.

Benesch, S. (2017). *Emotions and English language teaching: Exploring teachers' emotion labor*. Taylor & Francis.

Benesch, S. (2020). Emotions and activism: English language teachers' emotion labor as responses to institutional power. *Critical Inquiry in Language Studies*, *17*(1), 26–41.

Berger, P., & Luckmann, T. (1966). *The social construction of reality: A treatise in the sociology of knowledge*. Doubleday.

Biesta, G., & Tedder, M. (2007). Agency and learning in the life course: Towards an ecological perspective. *Studies in the Education of Adults*, *39*(2), 132-149.

Biesta, G. (2010). Good education in an age of measurement: Ethics, politics, democracy. Paradigm Publishers.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching*, *21*(6), 624-640.

Blackmore, J. (2004). Leading as emotional management work in high risk times: The counterintuitive impulses of performativity and passion. *School Leadership & Management*, *24*(4), 439–459.

Bloomer, M. (1997). *Curriculum-making in post-16 education: The social conditions of studentship*. Routledge.

Brdesee, H., & Alsaggaf, W. (2021). Is There a Real Need for the Preparatory Years in Higher Education? An Educational Data Analysis for College and Future Career Readiness. Social sciences (Basel), 10(10), 396. https://doi.org/10.3390/socsci10100396

Buchanan, R. (2015). Teacher identity and agency in an era of accountability. *Teachers and Teaching*, *21*(6), 700–719.

Bucholtz, M., & Hall, K. (2010). Locating identity in language. In D. Watt & C. Llamas (Eds.), *Language and identities* (pp. 18-28). Edinburgh University Press.

Caihong, H. (2011). Changes and characteristics of EFL teachers' professional identity: The cases of nine university teachers. *Chinese Journal of Applied Linguistics*, *34*(1), 3–22.

Calhoun, C. (Ed.). (2002). *Dictionary of the Social Sciences*. Oxford University Press.

Carpenter, C. (2009). *Considering the efficacy of Interpretive Phenomenological Analysis (IPA) as a means to reveal teachers' implicit theories of learning*. British Educational Research Association Annual Conference, Manchester, UK, 2-5 September 2009.

Carver, S. C., & M. F. Scheier (2000) On the structure of behavioral self-regulation. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 41–84). Academic Press.

Clandinin, D. J., Downey, C.A., & Huber, J. (2009). Attending to changing landscapes: Shaping the interwoven identities of teachers and teacher educators. *Asia-Pacific Journal of Teacher Education*, *37*(2), 141-154.

Clandinin, D. J., & Murphy, M. S. (2009). Comments on Coulter and Smith: Relational ontological commitments in narrative research. *Educational Researcher*, *38*(8), 598-602. http://edr.sagepub.com/cgi/doi/10.3102/0013189X09353940

Cohen, J. L. (2008). 'That's not treating you as a professional': Teachers constructing complex professional identities through talk. *Teachers and Teaching: Theory and Practice*, *14*(2), 79-93.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (8th ed.). Routledge.

Coldron, J., & Smith, R. (1999). Active location in teachers' construction of their professional identities. *Journal of Curriculum Studies, 31*(6), 711-726.

Cong-Lem, N. (2021). Teacher agency: A systematic review of international literature. *Issues in Educational Research*, *31*(3), 718-738.

Cooper, K., & Olson, M. R. (1996). The multiple 'I's' of teacher identity. In M. Kompf, W. R. Bond, D. Dworet, & R.T. Boak (Eds.), *Changing research and practice: Teachers'*

professionalism, identities and knowledge (pp. 78-89). The Falmer Press.

Creswell J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage Publications.

Creswell, J. W. (2013). *Qualitative inquiry and research design.* SAGE Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.

Cross, R. (2006). *Identity in language teacher education: The potential for sociocultural perspectives in researching language teacher identity* [Paper presentation]. The Annual Conference of the Australian Association for Research in Education, Adelaide, Australia.

Day, C., Sammons, P., Stobart, G., Kington, A., & Gu, Q. (2007). *Teachers matter: Connecting lives, work and effectiveness*. Open University Press.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture & Society*, *16*(1), 7-23.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal*, *32*(4), 601–616.

Denscombe, M. (2010). *The good research guide for small-scale social research projects* (4th ed.). Open University Press.

Denzin, N. K., & Lincoln, Y. S. (Eds.) (2011). *The SAGE handbook of qualitative research* (4th ed.). SAGE Publications.

Donaghue, H. (2020). Feedback talk as a means of creating, ratifying and normalising an institutionally valued teacher identity. *Journal of Language, Identity & Education*, *19*(6), 395–411.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford University Press.

Eagleton, T. (1983). *Literary theory: An introduction*. Basil Blackwell.

Edwards, A., & D'Arcy, C. (2004). Relational agency and disposition in sociocultural accounts of learning to teach. *Educational Review*, *56*,147e155.

Elyas, T., & Picard, M. (2018). A brief history of English and English teaching in Saudi Arabia. In Moskovsky C & Picard M (Ed.), *English as a foreign language in Saudi Arabia* (pp. 78-92). Routledge.

Emirbayer, M., & Mische, A. (1998). What is agency? *American Journal of Sociology*, *103*, 962e1023.

Engeström, Y. (2005). *Development, movement and agency: Breaking away into mycorrhizae activities* [Paper presentation]. The international symposium 'Artefacts and collectives: Situated action and activity theory', Lyon, July 4-6, 2005.

Erikson, E. H. (1968). *Identity, youth and crisis*. W. W. Norton & Company.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. *Educational Research Review*, *10*, 45- 65.

Facione, N. C. (1994). Role overload and health: The married mother in the waged labor force. *Health Care for Women International*, *15*(2), 157–167.

Fairclough, N. (1989). *Language and power*. Longman.

Fairley, M. J. (2020). Conceptualizing language teacher education centered on language teacher identity development: A competencies-based approach and practical applications. *TESOL Quarterly*, *54*(4), 1037-1064.

Fan, S., & Le, T. (2010). *ESL pre-service teachers: What do they need?* [Paper presentation]. The AARE International Education Research Conference 2009, Canberra, Australia.

Farrell, T. S. C. (2007). *Reflective language teaching: From research to practice*. Continuum.

Feiman-Nemser, S. (2008). Teacher learning: How do teachers learn to teach. In M. Cochran-Smith, S. Feiman-Nemser, & J. McIntyre (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 697-705). Routledge/Taylor & Francis Group.

Findlay, K. (2006). Context and learning factors in the development of teacher identity: A case study of newly qualified teachers during their induction year. *Journal of In- service Education*, *32*(4), 511-532. http://web.ebscohost.com

Finlay, L. (2009). Debating phenomenological research methods. *Phenomenology & Practice*, *3*, 6-25.

Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education, 22*(2), 219-232.

Foucault, M. (1984). What is enlightenment? In P. Rabinow (Ed.), *The Foucault reader* (pp. 32-50). Pantheon Books.

Frijda, N. H. (1986). *The emotions.* Cambridge University Press.

Frijda, N. H. (2000). The psychologists' point of view. In M. Lewis and J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 59-74). Guilford Press.

Frost, N., Nolas, S-M., Brooks-Gordon, B., Esin, C., Holt, A., Mehdizadeh, L., & Shinebourne,

P. (2010). Pluralism in qualitative research: The input of different researchers and qualitative approaches in the analysis of qualitative data. *Qualitative Research*, *10*(4), 1-20.

Fu, G., & Clarke, A. (2017). Teacher agency in the Canadian context: Linking the how and the what. *Journal of Education for Teaching*, *43*(5), 581-593.

Gee, J. P. (2000). Identity as an analytic lens for research in education. In *Review of research in education* (Vol. 25, pp. 99-125). SAGE Publications.

Goodson, I. F. (2003). *Professional knowledge, professional lives*. Open University Press. Greenberg, L. S., Rice, L. N., & Elliott, R. (1993). *Facilitating emotional change: The moment-by-moment process*. The Guilford Press.

Greeno, J. G. (2006). Authoritative, accountable positioning and connected, general knowing: Progressive themes in understanding transfer. *The Journal of the Learning Sciences*, *15*, 537e547.

Hall, K. (1997). "Go suck your husband's sugarcane!": Hijras and the use of sexual insult. In A. Livia & K. Hall (Eds.), *Queerly phrased: Language, gender, and sexuality* (pp. 430- 460). Oxford University Press.

Hammerness, K., Darling-Hammond, L., & Bransford, J. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 358–389). Jossey-Bass.

Hammersley, M., & Atkinson, P. (1995). *Ethnography: Principles and practice* (2nd ed.). Routledge.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education*, *14*(8), 835–854.

Hargreaves, A. (2001). The emotional geographies of teaching. *Teachers College Record*, *103*(6), 1056-1080.

Hargreaves, A. (2005). Educational change takes ages: Life, career and generational factors in teachers' emotional responses to educational change. *Teaching and Teacher Education*, *21*(8), 967-983.

Heidegger, M. ([1962]2008). *Being and time* (7th ed.). Trans. by J. Macquire & E. Robinson. Harper Perennial Modern Thought.

Heigham, J., & Croker, R. A. (2009). *Qualitative research in applied linguistics* Palgrave Macmillan.

Hochschild A. R. (1983). *The managed heart: Commercialisation of human feeling*. University of California Press.

Holland, D., Lachicotte, W., Skinner, D., & Cain, C. (1998). *Identity and agency in cultural worlds*. Harvard University Press.

Holroyd, A. E. (2007). Interpretive hermeneutic phenomenology: Clarifying understanding. *Indo-Pacific Journal of Phenomenology*, *7*(2), 1-12.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education, 26*(8), 1530- 1543.

Husserl, E. (1970). *The crisis of European sciences and transcendental phenomenology: An introduction to phenomenological philosophy* (D. Carr, Trans.). Northwestern University Press.

Imants, J., & Van der Wal, M. M. (2020). A model of teacher agency in professional development and school reform. *Journal of Curriculum Studies*, *52*(1), 1-14.

Kachru, B. B. (1992). Teaching world Englishes. In B. B. Kachru (Ed.), *The other tongue: English across cultures* (2nd ed., pp. 355-366). Urbana: University of Illinois Press.

Kayi-Aydar, H. (2019). Language teacher identity. *Language Teaching*, *52*(3), 281-295.

Keltner, D., & Ekman, P. (2000). Emotion: An overview. In A. E. Kazdin (Ed.), *Encyclopaedia of Psychology* (Vol. 3, pp. 162-167). Oxford University Press.

Kemmis, S. (2009). Understanding professional practice: A synoptic framework. In B. Green (Ed.), *Understanding and researching professional practice* (pp. 19-38). Sense.

Kiely, R., & Davis, M. (2010). From transmission to transformation: Teacher learning in English for speakers of other languages. *Language Teaching Research*, *14*(3), 277–295.

King Abdulaziz University. (2020, March 12). Our History. Author. Retrieved from https:// www.kau.edu.sa/Pages-Our-History.aspx

King Abdulaziz University. (2020, April 2). English Language Institute. Author. Retrieved from https:// www.kau.edu.sa/Default-126-EN

Kinsara, A. (2011). *ELI Faculty Handbook: English Language Institute.* KAU University Press.

Klaassen, C., Beijaard, D., & Kelchtermans, G. (1999). Perspectieven op de professionele identiteit van leraren [Perspectives on the professional identity of teachers]. *Pedagogisch Tijdschrift, 24*(4), 375-399.

Knowles, M., Nieuwenhuis, J., & Smit, B. (2009). A narrative analysis of educators' lived experiences of motherhood and teaching. *South African Journal of Education*, *29*(3).

Kruger, D. (1988). *An introduction to phenomenological psychology* (2nd ed.). Juta.

Lai, C., Li, Z., & Gong, Y. (2016). Teacher agency and professional learning in cross cultural teaching contexts: Accounts of Chinese teachers from international schools in Hong Kong. *Teaching and Teacher Education*, *54*, 12-21.

Laney, E. K., Carruthers, L., Hall, M. E. L., & Anderson, T. (2014). Expanding the self: Motherhood and identity development in faculty women. *Journal of Family Issues*, *35*(9), 1227–1251.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education*, *21*(8), 899-916.

Lazarus, R. S. (1991). *Emotion and adaptation.* Oxford University Press. Lazarus, R. S. (1999). *Stress and emotion: A new synthesis.* Springer.

Leander, K. M., & Osborne, M. D. (2008). Complex positioning: Teachers as agents of curricular and pedagogical reform. *Journal of Curriculum Studies*, *40*, 23-46.

Lee, J. C. K., Huang, Y. X. H., Law, E. H. F., & Wang, M. H. (2014). Professional identities and emotions of teachers in the context of curriculum reform: A Chinese perspective. In *The work and lives of teachers in China* (pp. 125–144). Routledge.

Lester, S. (1999). *An introduction to phenomenological research*. Stan Lester Developments. Retrieved June 10, 2020 from www.sld.demon.co.uk/resmethy.pdf.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.

Loh, C. E., & Liew, W. M. (2016). Voices from the ground: The emotional labour of English teachers' work. *Teaching and Teacher Education*, *55*, 267–278.

Luehmann, A. L. (2007). Identity development as a lens to science teacher preparation. *Science Education*, *91*(5), 822-839.

Mackey, A., & Gass, S. M. (2015). *Second language research: Methodology and design*. Routledge.

Maclean, R., & White, S. (2007). Video reflection and the formation of teacher identity in a team of pre-service and experienced teachers. *Reflective Practice*, *8*, 47-60.

Magai, C., & McFadden, S. H. (1995). *The role of emotions in social and personality development*. Plenum Press.

Malderez, A., Hobson, A. J., Tracey, L., & Kerr, K. (2007). Becoming a student teacher: Core features of the experience. *European Journal of Teacher Education, 30*, 225-248.

Mansory, M. (2016). EFL teachers' beliefs and attitudes towards English language assessment in a Saudi university's English language institute (Doctoral thesis). University of Exeter.

Meccawy, Z. (2010). *Language, culture and identity: A qualitative study of Saudi female students' perceptions of EFL current practices and textbook use* (Doctoral thesis). The University of Nottingham.

Meijer, P.C. (2011). The role of crisis in the development of student teachers' professional identity. In A. Lauriala, R. Rajala, H. Ruokamo, & O. Ylitapio-Mäntylä (Eds.), *Navigating in educational contexts: Identities and cultures in dialogue* (pp. 41–54). Sense.

Miller, J. (2007). Identity construction in teacher education. In Z. Hua, P. Seedhouse, L. Wei, & V. Cook (Eds.), *Language learning and teaching as social interaction* (pp. 148-162). Palgrave MacMillan.

Miller, E. R., & Gkonou, C. (2018). Language teacher agency, emotion labor and emotional rewards in tertiary-level English language programs. *System*, *79*, 49–59.

Mishler, E. G. (1999). *Storylines: Craftartist's Narratives of Identity*. Harvard University Press.

Mockler, N. (2011). Beyond 'what works': Understanding teacher identity as a practical and political tool. *Teachers and Teaching: Theory and Practice*, *17*(5), 517-528.

Moen, T. (2006). Reflections on the narrative research approach. *International Journal of Qualitative Methodology*, *5*(4), 56-69.

Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.

Näring, G., Briët, M., & Brouwers, A. (2006). Beyond demand–control: Emotional labour and symptoms of burnout in teachers. *Work & Stress*, *20*(4), 303–315.

Nazari, M., & Karimpour, S. (2022). The role of emotion labor in English language teacher identity construction: An activity theory perspective. *System*, *107*, 102811.

Nazari, M., & Karimpour, S. (2023). Emotions, Perspectives, and English language teacher identity construction: A phenomenographic-narrative study. *International Journal of Applied Linguistics*, *33*(2), 150–168

Nguyen, M. H. (2017). Negotiating contradictions in developing teacher identity during the EAL practicum in Australia. *Asia-Pacific Journal of Teacher Education*, *45*(4), 399- 415.

Nguyen, M. H., & Ngo, X. M. (2023). An activity theory perspective on Vietnamese preservice English teachers' identity construction in relation to tensions, emotion and agency. *Language Teaching Research*, 13621688221151046.

Nias, J. (1996). Thinking about feeling: the emotions in teaching. *Cambridge Journal of Education, 26*(3), 293-306.

Nieveen, N. (2011, September 14). *Teachers' professional development in curriculum design in the Netherlands*. Paper presented at the European Conference for Educational Research, Berlin

Oatley, K. (2000). Emotion: Theories. In A. E. Kazdin (Ed.), *Encyclopedia of psychology* (Vol. 3, pp. 167-171). Oxford University Press.

Olsen, B. (2008). Reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly*, *35*(3), 23-40.

Olsen, B. (2010). *Teaching for success: Developing your teacher identity in today's classroom*. Paradigm.

Parkison, P. (2008). Space for performing teacher identity: Through the lens of Kafka and Hegel. *Teachers and Teaching: Theory and Practice*, *14*(1), 51-60.

Pillen, M., Beijaard, D., & Brok, P. D. (2013). Tensions in beginning teachers' professional identity development, accompanying feelings and coping strategies. *European Journal of Teacher Education*, *36*(3), 240-260.

Polkinghorne, D. E. (2007). Validity issues in narrative research. *Qualitative Inquiry*, *13*(4), 471-486.

Poulou, M. (2007). Student teachers' concerns about teaching practice. *European Journal of Teacher Education*, *30*, 91-110.

Priestley, M. (2011). Whatever happened to curriculum theory? Critical realism and curriculum change. *Pedagogy, Culture and Society*, *19*, 221-237.

Priestley, M., Edwards, R., Priestley, A., & Miller, K. (2012). Teacher agency in curriculum making Agents of change and spaces for manoeuvre. *Curriculum Inquiry*, *42*(2), 191-214.

Priestley, M., Biesta, G., & Robinson, S. (2015). *Teacher agency: An ecological approach*. Bloomsbury Publishing.

Reid, J. (2011). A practice turn for teacher education. *Asia Pacific Journal of Teacher Education*, *39*(4), 293-310.

Reio, T. G. (2005). Emotions as a lens to explore teacher identity and change: A commentary, *Teaching and Teacher Education*, *21*(8), 985-993. http://linkinghub.elsevier.com/retrieve /pii/S0742051X05000843

Richards, J. A. (2017). *The effect of change on teachers' emotions and identity in a tertiary college in the Middle East* [Doctoral study, University of Exeter].

Richards, J. C. (2022). Exploring emotions in language teaching. *RELC Journal*, *53*(1), 225-239.

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K.E. Demers (Eds.), *Handbook of research on teacher education* (pp. 732-755). Routledge.

Rose, N. (1990). *Governing the soul: The shaping of the private self*. Routledge.

Sachs, J. (2005). Teacher education and the development of professional identity: Learning to be a teacher. In P. Denicolo & M. Kompf (Eds.), *Connecting policy and practice: Challenges for teaching and learning in schools and universities* (pp. 5-21). Routledge.

Schatzki, T. R. (1996). *Social practices: A Wittgensteinian approach to human activity and the social*. Cambridge University Press.

Schatzki, T. R., Knorr Cetina, K., & von Savigny, E. (2001). *The practice turn in contemporary theory*. Routledge.

Schepens, A., Aelterman, A., & Vlerick, P. (2009). Student teachers' professional identity formation: Between being born as a teacher and becoming one. *Educational Studies, 35*(4), 361-378.

Schutz, P. A., Cross, D. I., Hong, H. Y., & Osbon, J. N. (2007). Teacher identities, beliefs, and goals related to emotions in the classroom. In P. Schutz & R. Pekrun (Eds.), *Emotions in educational contexts* (pp. 223-242). Elsevier.

Schutz, P. A., & Davis, H. A. (2000). Emotions during self-regulation: The regulation of emotions during test taking. *Educational Psychologist*, *35*, 243–256.

Schutz, P. A., & Lee, M. (2014). Teacher emotion, emotional labor and teacher identity. In *English as a foreign language teacher education* (pp. 167-186). Brill.

Schutz, P. A., Quijada, P. D., de Vries, S., & Lynde, M. (2010). Emotion in educational contexts. In McGaw, B., P. L. Peterson, and E. Baker (Eds.), *International Encyclopedia of Education* (3rd ed., pp. 591–596). Elsevier Inc.

Schwartz, D., & Okita, S. (2009). *The productive agency in learning to learning by teaching*. Retrieved April 30, 2009 from http://aaalab.stanford.edu/papersProductive_ Agency_ in_Learning_by_Teaching.pdf

Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher*, *34*(4), 14-22.

Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A.Y., & Fry, P. G. (2004). Tensions in learning to teach: Accommodation and the development of a teaching identity. *Journal of Teacher Education*, *55*(1), 8-24.

Smith, J. A., & Shinebourne, P. (2012). *Interpretative phenomenological analysis*. American Psychological Association.

Smith, J. A. (1996). Beyond the divide between cognition and discourse: Using interpretative phenomenological analysis in health psychology. *Psychology and Health*, *11*(2), 261-271.

Smith, J. A., & Osborn, M. (2008). Interpretative phenomenological analysis. In J. A. Smith (Ed.), *Qualitative psychology: A practical guide to research methods* (2nd ed., pp. 53-80). Sage.

Smith, J. A., Flower, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. Sage.

Solomon, R. C. (2000). The philosophy of emotions. In M. Lewis & J. M. Haviland-Jones (Eds.), *Handbook of emotions* (2nd ed., pp. 3-15). Guilford Press.

Song, J. (2021). Emotional labour and professional development in ELT. *ELT Journal*, *75*(4), 482–491.

Storm, C., & Storm, T. (1987). A taxonomic study of the vocabulary of emotions. *Journal of Personality and Social Psychology*, *53*(4), 805.

Subryan, S. (2017). *Exploring secondary school science teacher professional identity: Can it be influenced and reshaped by experiences of professional development programmes?* [Doctoral dissertation]. University of Derby.

Sutherland, L., Howard, S., & Markauskaite, L. (2010). Professional identity creation: Examining the development of beginning pre-service teachers' understanding of their work as teachers. *Teaching and Teacher Education*, *26*(3), 455-465.

Sutton, R., & Wheatley, K. (2003). Teachers' emotions and teaching: A review of the literature and directions for future research. *Educational Psychology Review*, *15*, 327-358.

Teng, F. (2017). Emotional development and construction of teacher identity: Narrative interactions about the pre-service teachers' practicum experiences. *Australian Journal of Teacher Education (Online)*, *42*(11), 117-134.

Teng, F., & Yip, J. W. (2022). Exploring identities of novice mainland Chinese teachers in Hong Kong: Insights from teaching creative writing at primary schools across borders. *Applied Linguistics Review*, *13*(1), 71-98.

Timoštšuk, I., & Ugaste, A. (2012). The role of emotions in student teachers' professional identity. *European Journal of Teacher Education*, *35*(4), 421–433.

Trent, J. (2010). Teacher education as identity construction: Insights from action research, *Journal of Education for Teaching*, *36*(2), 53-168.

Trent, J., & Gao, X. (2009). 'At least I'm the type of teacher I want to be': Second-career English language teachers' identity formation in Hong Kong secondary schools. *Asia-Pacific Journal of Teacher Education*, *37*(3), 253–270.

Vähäsantanen, K., Hökkä, P., Eteläpelto, A., Rasku-Puttonen, H., & Littleton, K. (2008). Teachers' professional identity negotiations in two different work organisations. *Vocations and Learning, 1*(2), 131-148.

Van Manen, M. (1997) *Researching lived experience: Human science for an action sensitive pedagogy* (2nd ed.). Althouse Press.

Van Veen, K., Sleegers, P., & Van de Ven, P. H. (2005). One teacher's identity, emotions, and commitment to change: A case study into the cognitive–affective processes of a secondary school teacher in the context of reforms. *Teaching and Teacher Education*, *21*(8), 917-934.

Van Veen, K., & Sleegers, P. (2006). How does it feel? Teachers' emotions in a context of change. *Journal of Curriculum Studies*, *38*(1), 85-111.

Vloet, K., & van Swet, J. (2010). "I can only learn in dialogue!" Exploring professional identities in teacher education. *Professional Development in Education, 36*(1-2), 149-168.

Volkmann, M. J., & Anderson, M. A. (1998). Creating professional identity: Dilemmas and metaphors

of a first-year chemistry teacher. *Science Education*, *82*(3), 293-310.

Vongalis-Macrow, A. (2007). I, teacher: Re-territorialisation of teachers' multi-faceted agency in globalised education. *British Journal of Sociology of Education*, *28*, 425- 439.

Wallace, M. J. (1998). *Action research for language teachers.* Cambridge University Press.

Warde, A. (2004). *Theories of practice as an approach to consumption*. Cultures of consumption, and ESRC-AHRB Research Programme (Working Paper Series 6). Birkbeck College, London.

Watson, C. (2006). Narratives of practice and the construction of identity in teaching. *Teachers and Teaching: Theory and Practice*, *12*(5), 509–526.

Weider, D. L., & Zimmerman, D. (1970). Ethnomethodology and the problem of order: Comment on Denzin. In J. D. Douglas (Ed.), *Understanding everyday life: Toward the reconstruction of sociological knowledge* (pp. 285-298). Aldine.

Welman, J. C., & Kruger, S. J. (1999). *Research methodology for the business and administrative sciences*. International Thompson.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press.

Wiklund-Gustin, L. (2010). Narrative hermeneutics: In search of narrative data. *Scandinavian Journal of Caring Sciences*, *24*, 32-37.

Yazan, B., & Lindahl, K. (2020). Language teacher learning and practice as identity work: An overview of the field and this volume. *Language Teacher Identity in TESOL*, 1-10.

Yip, J. W., Huang, J., & Teng, M. F. (2022). Identity and emotion of university English teachers during curriculum reform in China. *Language, Culture, and Curriculum*, *35*(4), 421-439.

Yuan, R. (2016). Understanding higher education-based teacher educators' identities in Hong Kong: A sociocultural linguistic perspective. *Asia-Pacific Journal of Teacher Education*, *44*(4), 379–400.

Yuan, R., & Lee, I. (2016). 'I need to be strong and competent': A narrative inquiry of a student-teacher's emotions and identities in teaching practicum. *Teachers and Teaching*, *22*(7), 819–841.

Zembylas, M. (2003a). Caring for teacher emotion: Reflections on teacher self- development. *Studies in Philosophy and Education*, *22*, 103-125.

Zembylas, M. (2003b). Interrogating "teacher identity": Emotion, resistance, and self- formation. *Educational Theory*, *53*, 107-127.

Zembylas, M. (2005). Discursive practices, genealogies, and emotional rules: A poststructuralist view on emotion and identity in teaching. *Teaching and Teacher Education,* 21(8), 93.