



**(Re)construction of EFL Teachers' Professional Identity in Curriculum
Implementation: A Narrative Inquiry**

Submitted by

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Abstract

The current research is a narrative inquiry aiming to explore the English as a Foreign Language (EFL) teachers' professional identity construction process in the context of curriculum implementation within a Foundation Year Programme (FYP), at an English Language Institute (ELI) of one of the most renowned public universities in Saudi Arabia. The study focused on exploring how the EFL teachers reconstruct and negotiate their professional identities amid their efforts in the context of a Teaching English to Speakers of Other Languages (TESOL) curriculum implementation. It intended to investigate what tensions the EFL teachers experienced during their efforts in putting in practice the curriculum change policies. It also highlighted how various contextual factors affected the EFL teachers' professional identity formation process. Grounded in the interpretive paradigm, the study employed a narrative inquiry approach to explore the EFL teachers' lived experiences and analyzed their personal and professional stories to examine how they perceived themselves and were perceived by others. Data were collected mainly through narrative interviewing. The transcribed data were restoried to provide a plot-line structure to the participants' narratives. In addition, the data were analyzed using thematic analysis and categorized into themes and categories in the meaning making and interpretation process.

The findings indicated that the EFL teachers' early life experiences contributed significantly to the construction of their professional identities by preparing them to acquire appropriate qualification and professional skills to become EFL teachers. Moreover, the EFL teachers' professional agency and self-efficacy was strongly compromised due to their lack of participation in curriculum change decisions. Furthermore, the EFL teachers went through multiple tensions by resisting tacitly to the change policies, exploiting Communicative Language Teaching (CLT) according to their students' needs, and negotiating with the prescribed curriculum (pacing guide). In addition, various contextual factors like issues in classroom management, students' lack of motivation, dichotomic and discriminatory relationship between Native English-Speaking Teachers (NESTs)

and Non-native English-Speaking Teachers (NNESTs) and administrative policies also played a crucial role in shaping their professional identities.

The study made various recommendations for maintaining a strong sense of professional identity among the participants including their engagement in all stages of curriculum development and implementation for future consideration.

Dedication

In loving memories of my parents...

*This thesis is dedicated to my wife, **Sadaf Ambreen** and my son, **Ahmad Mansoor**, for their love, unwavering belief, constant support and encouragement not only in my academic pursuits, but in everything I do. Undoubtedly, without their love and support this academic journey would have not been possible.*

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TABLE OF CONTENTS

ABSTRACT	3
DEDICATION	5
ACKNOWLEDGEMENT	6
LIST OF ABBREVIATIONS	15
CHAPTER 1 INTRODUCTION	16
1.1 Introduction	16
1.2 Background to the problem	17
1.3 Rationale of the study	18
1.4 Purpose of the study	19
1.5 Research focus and questions	20
1.6 Significance of the study	21
1.7 Organization of the Thesis	23
CHAPTER 2 CONTEXT OF THE STUDY	25
2.1 Introduction	25
2.2 The Status of English Language Teaching (ELT) in Saudi context	25
2.3 The context of English Language Institute (ELI)	26
2.4 The Preparatory Year English Language Programme (PYELP) design and curriculum	27
2.5 The ELI faculty	29
2.6 Comparative evaluation of current and previously used EFL coursebooks at ELI30	

2.6.1	External evaluation	31
2.6.1.1	The Intended Audience	31
2.6.1.2	The proficiency levels	32
2.6.1.3	The context in which the materials are to be used	32
2.6.1.4	How the language has been presented and organized into teachable units/lessons	32
2.6.1.5	The author's views on language and methodology	34
2.6.1.6	Are the materials to be used as the main 'core' course or to be supplementary to it?	34
2.6.1.7	Is the teacher's book in print and locally available?	34
2.6.1.8	Is a vocabulary list/index included?	34
2.6.1.9	What visual material does the book contain and is it actually integrated into the text?	35
2.6.1.10	Is the layout and presentation clear or cluttered?	35
2.6.1.11	Is the material too culturally biased or specific...[or]...represent minority groups and/or women in a negative way?	35
2.6.2	Internal evaluation	36
2.6.2.1	The presentation of the skills in the materials	36
2.6.2.2	The grading and sequencing of the material	37
2.6.2.3	Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?	38
2.6.2.4	Where listening skills are involved, are recordings 'authentic' or artificial?	39
2.6.2.5	Do you feel that the material is suitable for different learning styles...and is it sufficiently 'transparent' to motivate both students and teachers alike?	40
2.7	Chapter summary	42
	CHAPTER 3 LITERATURE REVIEW	43
3.1	Introduction	43
3.2	Conceptualizing teachers' professional identity	43
3.3	Defining and understanding teachers' professional identity	45
3.4	Construction of teacher professional identity	49
3.5	Construction of teacher professional identity in TESOL	51

3.6	Impact of contextual factors on teachers' professional identity	52
3.7	Defining and understanding curriculum	55
3.7.1	Curriculum as product	57
3.7.2	Curriculum as praxis	58
3.7.3	Curriculum as process	59
3.8	Curriculum change, innovation and reform	60
3.9	Curriculum implementation	63
3.10	Defining and understanding curriculum implementation	64
3.11	Curriculum implementation: key issues and synthesis of research findings	66
3.11.1	Perspectives/strategies in curriculum implementation	67
3.11.1.1	The fidelity approach	67
3.11.1.2	The adaptive approach	68
3.11.1.3	The enactment approach	69
3.11.2	Teachers' role in curriculum implementation	70
3.12	Teachers' professional identity and curriculum implementation	71
3.12.1	Teacher agency, professional identity and curriculum implementation	73
3.12.2	Teacher self-efficacy, identity and curriculum implementation	76
3.12.3	Race, teacher identity and curriculum implementation	79
3.13	Empirical research on EFL teacher professional identity in curriculum implementation in KSA	81
3.14	Chapter summary	82
CHAPTER 4 RESEARCH METHODOLOGY		84
4.1	Introduction	84
4.2	Research methodology: Narrative Inquiry	85
4.2.1	Narrative Inquiry: An Overview	85
4.2.2	Defining narrative inquiry	86
4.2.3	Narrative as a research method	87
4.2.4	Philosophical underpinnings in narrative research	88
4.2.5	Current tensions in narrative inquiry	90

4.2.5.1	Relationship between researcher and participants	90
4.2.5.2	Interpretation process in narrative inquiry	91
4.2.5.3	Narratives and language	92
4.2.5.4	Complexity of human life and narrative	92
4.2.6	Pros and cons of using narrative inquiry	93
4.2.7	Teacher professional identity, narrative inquiry and the current study	96
4.3	Research setting and participants in the narrative inquiry	99
4.3.1	The research setting	99
4.3.2	The participants and the sampling rationale	99
4.4	Data collection and data analysis procedure	101
4.4.1	Gaining Access	101
4.4.2	Questionnaire	101
4.4.3	Narrative interviews	102
4.4.4	Pilot study	102
4.4.5	Interview procedure	103
4.4.6	Recording and transcribing interviews	103
4.4.7	Data analysis strategies in the study	104
4.4.7.1	Restorying the narratives: Field texts to interim texts	104
4.4.7.2	Narrative thematic analysis	104
4.5	Credibility and trustworthiness of the research	106
4.5.1	Credibility	107
4.5.2	Transferability	107
4.5.3	Dependability	107
4.5.4	Confirmability	108
4.6	Trustworthiness in narrative research	108
4.7	Ethical considerations, issues and their implications	110
4.8	My position as researcher	111
CHAPTER 5	FINDINGS OF THE STUDY	113
5.1	Introduction	113
5.2	Restoried field texts	113

5.2.1	Alan Jameson	113
5.2.2	Mohsin	116
5.2.3	MoSalah	119
5.2.4	Shahriar	122
5.2.5	Zain	125
5.3	Relationship between restored narratives and thematic analysis	128
5.4	Analysis of participants' narratives	128
5.4.1	Personal life	129
5.4.1.1	Early life	130
5.4.1.2	School life	131
5.4.1.3	College life	132
5.4.1.4	University life	133
5.4.1.5	Becoming an EFL teacher	134
5.4.2	Teacher agency in curriculum implementation	136
5.4.2.1	Teachers' autonomy	136
5.4.2.2	Conformity culture	137
5.4.2.3	Expectations from teachers	139
5.4.2.4	Teachers' participation in decision making	140
5.4.3	Tensions in curriculum implementation	141
5.4.3.1	Teachers' attitude to curriculum change	141
5.4.3.2	New Headway Plus to English Unlimited	142
5.4.3.3	Challenges of pacing guide and prescribed teaching	145
5.4.3.4	Tensions in Communicative Language Teaching (CLT)	146
5.4.3.5	Teachers' perception of student assessment	147
5.4.4	Impact of contextual factors on teachers' professional identity	148
5.4.4.1	Classroom management	148
5.4.4.2	Students' demotivation	149
5.4.4.3	Issue of native (NESTs) and non-native English-speaking teachers (NNESTs)	151
5.4.4.4	Administrative policies	152
5.5	Chapter summary	153
	CHAPTER 6 DISCUSSION OF FINDINGS	155
6.1	Introduction	155

6.2	The impact of past experiences on teachers' professional identity	159
6.3	Teacher agency and professional identity	161
6.4	Negotiation between the high institutional expectations and teacher professional identity ¹⁶⁴	
6.5	Teachers' participation in curriculum implementation and professional identity ¹⁶⁶	
6.6	Tacit resistance to change and teacher professional identity	168
6.7	(In)fidelity to prescribed curriculum and teachers' professional identity	171
6.8	Teachers' self-efficacy, curriculum implementation and professional identity	175
6.9	NESTs, NNESTs dichotomy, self-perception and professional identity	179
6.10	Chapter summary	183
CHAPTER 7 CONCLUSION		186
7.1	Introduction	186
7.2	Implications of the study	188
7.3	Recommendations	190
7.4	Contribution to knowledge	192
7.5	Limitations of the study	194
7.6	Suggestions for further research	195
7.7	A final reflection	196
APPENDIX A		198
APPENDIX B		199
APPENDIX C		200

APPENDIX D	204
APPENDIX E	246
APPENDIX F	292
APPENDIX G	293
REFERENCES	296

Table of Figures

Figure 2.1. The organizational chart of the ELI	27
Figure 2.2. ELI level progression overview chart	29
Figure 2.3. Evaluation model of ELT materials: adapted from McDonough et al. (2013).....	31
Figure 3.1. Key mediating influences on the formation of teacher identity.....	53
Figure 3.2. Categories of curriculum definitions (Lunenburg, 2011).....	56
Figure 4.1. Approaches to thematic data analysis	106
Figure 5.1. Major coded themes and categories	129
Figure 6.1. Relationship between teacher agency, professional identity and curriculum implementation	164
Figure 6.2: EFL Teachers' professional identity construction process in curriculum implementation adapted from Flores and Day's (2006) figure on key mediating influences on the formation of teacher identity.....	183

List of Tables

Table 2.1. The courses offered at the ELI	28
Table 4.1. Participants' profile.....	100
Table 4.2. Problem-solution approach to narrative structure adapted from Ollerenshaw and Creswell (2002).....	104

List of Abbreviations

Cambridge University Press:	CUP
Commission on English Language Program Accreditation:	CEA
Common European Framework of Reference for Languages:	CEFR
Communicative Language Teaching:	CLT
English as a Second Language:	ESL
English as a Foreign Language:	EFL
English for Specific Purposes:	ESP
English Language Centre:	ELC
English Language Institute:	ELI
English Language Teaching:	ELT
English Unlimited Special Edition:	EUSE
Foundation Year English Language Programme:	FYELP
Foundation Year Programmes:	FYP
Kingdom of Saudi Arabia:	KSA
Native English-Speaking Teacher:	NEST
New Headway Plus Special Edition:	NHPSE
Non-native English-Speaking Teacher:	NNEST
Oxford Online Placement Test:	OOPT
Oxford University Press:	OUP
Student Learning Outcomes:	SLOs
Teaching English as a Foreign Language:	TEFL
Teaching English as a Second Language:	TESL
Teaching of English to Speakers of Other Language:	TESOL

CHAPTER 1 INTRODUCTION

1.1 Introduction

The concept of teacher professional identity construction has widely been explored in the field of education in the recent decades; however, more attention is needed to investigate this area in the field of Teaching of English to Speakers of Other Languages (TESOL) curriculum implementation. Typically, when new educational policies are introduced, policy makers often belittle teachers' role in the process by neglecting their highly relevant and specific knowledge base and real-life practical experience that significantly construct their professional identities (Aronowitz & Giroux, 1993; Connelly & Clandinin, 1999; Goodson, 1992). It has been observed that by ignoring the educational context, the policy makers generally fail to consider the influence of such decisions on teachers' professional identity where teachers often play a key role in implementing the program and understand the peculiarity of school's educational culture. It is generally erroneously assumed that the prescribed curriculum will have the same impact in all classrooms regardless the uniqueness of school's educational culture or distinctiveness of teachers' professional identity. In fact, each teacher's unique professional identity is (re)constructed by and has great impact on teaching/learning experience created for learners in the classroom. According to Connelly & Clandinin (1999) teacher professional identity is constructed by teachers' past learning experiences, professional training, current teaching practices and experiences, professional relations and pedagogical beliefs and values. Moreover, teachers' professional identities are changed and reconstructed as teachers develop their pedagogical practices and their school culture changes and evolves (Beijaard, Meijer, & Verloop, 2004; Lasky, 2005; Lipka & Brinthaupt, 1999). Furthermore, teachers' professional identity and the institutional culture interrelate with prescribed policies forming a special curriculum in each classroom (Coldron & Smith, 1999; Lampert, 1985; Moore, Edwards, Halpin, & George, 2002; Zumwalt, 1984). Thus, it seems pertinent when curriculum related policies are implemented, all facets of teachers'

professional identity must be considered for the continuation of effective teaching/learning process.

1.2 Background to the problem

My interest in the area of English as a Foreign Language (EFL) teachers' professional identity developed due to two major reasons. On a personal level, I was motivated to explore teacher professional identity when I reflected on my own professional voyage as an English language teacher first in Pakistan and then in Saudi Arabia. First, my own unique experience in acquiring Punjabi as a mother tongue, learning Urdu as a national language, a language of communication and English as a medium of instruction created a distinctive relation with languages in general and English in particular. Later, my experience of teaching English as a second / foreign language to students from various nationalities contributed extensively to shape and reshape my own professional identity as an English language teacher as I kept negotiating with various personal and professional factors that formed my beliefs and perceptions of my profession. On a personal level, my professional identity is transformed during my professional journey and is widely influenced by professional experience, struggle and achievements in claiming who I am today. I can reflect on my own strenuous struggle in acquiring linguistic and pedagogical knowledge along with my meele for acknowledgement as a Pakistani, Muslim, non-native English-speaking teacher encountering discrimination based on my nationality, colour, race and socio-cultural background.

On a professional level, the English Language Institute (ELI) in a Saudi university has recently changed the EFL coursebook. The previously used coursebook called New Headway Special Edition, published by Oxford University Press (OUP) was replaced with a newly purchased English Unlimited Special Edition, published by Cambridge University Press (CUP). This change in coursebook was quite sudden and unannounced as the majority of teachers were unaware of this massive change in curriculum. At the beginning of the new academic year 2016-17, the teachers were informed to use the newly selected coursebook regardless

of following any steps necessary to introduce a curriculum innovation. Unfortunately, prior to implementing this change, various aspects of teachers' professional identity were not taken into account including their professional voice, perception, experience, expertise and beliefs.

1.3 Rationale of the study

In recent years, there has been an increasing interest in exploring teacher professional identity (Akkerman & Meijer, 2011; Beijaard et al., 2004); however, the impact of curriculum implementation policies on the EFL teachers' professional identity within the Saudi context has not been thoroughly studied. The reasons why this study is important and crucial are a) it provides an opportunity for self-reflection on my professional journey and the struggle that I face while negotiating with curriculum implementation process, and b) the sudden change in the TESOL curriculum as a critical event creates an imperative to conduct research and explore how such change influences teachers' professional identities within the Saudi context. I have been teaching English language to the Saudi students at the ELI for the last eight years and have some understanding of professional role, struggle, challenges and experiences of teachers at the ELI in a Saudi university. Therefore, exploring how this major TESOL curriculum innovation influences teachers' professional lives is likely to add to my existing professional knowledge and can provide an opportunity to reflect on my personal identity construction process.

Additionally, one of the major challenges teachers face at the ELI could possibly be the decentralized and conservative education system where teachers are often considered as mere individuals who only work to follow the orders and implement the policies. It has commonly been observed that they have primarily been treated as objects of imposed institutional initiatives and their potential active contribution to TESOL curriculum reform is significantly unsolicited. Moreover, I am interested in exploring the effects of an externally imposed educational reform on the teachers' professional identity due to the fact that educational literature lacks significant research, and there exist gaps in

theoretical knowledge on this area within the Saudi context. In the year 2015-16, the ELI has witnessed a major change in its TESOL curriculum in the form of change in TESOL coursebook; such move can possibly be due to the 'policy epidemic' (Levin, 1998, p. 138). As Levin (1998) argues that instead of working for developing a process of mutual learning, different countries take bits of another countries' reform approach and adopt it without considering the local educational context and this movement of disease 'moves across populations, but treats it as something that happens to people as much as something that people cause to happen' (p. 138). In addition, these efforts of educational reform are strongly linked with political, economic and cultural settings, motivated by the processes of globalization and aimed at improvement of educational attainment and development of teaching and learning process (Apple, 2004). It has always been a major challenge for teachers to cope up with such changes in policy and social context of their profession (Gewirtz, Mahony, Hextall, & Cribb, 2009). Teachers' identity is strongly influenced by educational changes like managerialism, intensification, bureaucratisation, accountability and assessment procedures that untimely affect their pedagogical practices (Day, 2002; Helsby, 2000). It is worth noting that the way teachers' professional experiences change within their professional contexts and the way these changes affect their professional identity within the Saudi context needs to be paid more attention from educational researchers. Consequently, this research study is pivotal as it illustrates the impact of TESOL curriculum implementation on teachers' professional identity; how externally imposed curriculum influences their professional selves, how teachers perceive, interpret and react to such curriculum related policies, and how such policies affect their day-to-day practices.

1.4 Purpose of the study

The purpose of this study is to explore the EFL teachers' professional identity construction process in their efforts in the context of curriculum implementation by employing narrative inquiry approach. It aims to investigate how these

identities are influenced by various contextual factors and how the EFL teachers negotiate various tensions and challenges in implementing the TESOL curriculum in the present settings. This research intends to examine the ways the EFL teachers construct their professional identities by reflecting on their personal and professional stories and their current experiences of negotiating with TESOL curriculum implementation policies. This study takes advantage of the TESOL curriculum innovation context at the ELI by examining how newly implemented TESOL curriculum influences the development and reconstruction of EFL teachers' professional identities. By looking closely at the professional identity process through the EFL teachers' narratives in the present context, this study aims to dispel the erroneous notion of teachers as mere transmitters of curriculum related information rather it intends to propose that they must be involved in the curriculum innovation process from the very beginning so that curriculum policies can be incongruent with their pedagogical beliefs and ultimately be a part of their professional identities for successful implementation in the classrooms. In brief, this research attempts to explore the relationship between the EFL teachers' professional identity and their negotiation with the contextual factors and curriculum implementation policies and identifies key facilitators and barriers to effective implementation of a curriculum reform.

1.5 Research focus and questions

I intend to engage in a narrative inquiry (Clandinin & Connelly, 2004) to explore how the EFL teachers perceive, reconstruct and negotiate their professional identities within the context of the ELI in a Saudi public university. I am interested in narrative inquiry approach as it can provide me with an opportunity to understand and make sense of the EFL teachers' narratives regarding their experiences, challenges and beliefs about curriculum implementation. In narrative inquiry researchers mainly study participants' life stories and the ways they perceive and experience their world. The current study also focuses on exploring EFL teachers' perceptions and experiences regarding changes in

curriculum that contribute significantly to the reconstruction of their professional identity.

The main research questions guiding this inquiry are:

- How do EFL teachers construct their professional identities in dealing with curriculum implementation policies?
 - a) What tensions and challenges do EFL teachers negotiate during their efforts in the context of curriculum implementing?
 - b) How do contextual factors shape EFL teachers' professional identities during their engagement with curriculum implementation policies?

1.6 Significance of the study

This study provides an important opportunity to advance the understanding of the dynamic nature of EFL teachers' professional identity in connection with TESOL curriculum implementation process at the ELI through exploring their experiences by analysing their narratives. This study offers some important insights into the area of curriculum implementation by suggesting that for successful TESOL curriculum implementation, it is critical to acknowledge and listen to the voices of teachers and consider the way their varied professional identities influence their practice, and how their professional identities are sustained and manifested in their classroom practices and shape their relationships with their students. The study employs narrative inquiry approach as methodology which provides an opportunity to examine the EFL teachers' reflective and insightful narratives related to their personal and professional experiences which opens a window into how the EFL teachers' professional identities are shaped and reconstructed in their everyday practice and how they negotiate with and make sense of their identities in their interaction with organizational change intended to provide them with more effective TESOL curriculum. In addition, the EFL teachers' narratives support the idea that teachers cannot be treated as merely the executors of the implementation policies, rather their stories reveal that each teacher possesses

a unique voice which carries extraordinary experiences and owns profound insights that can potentially contribute to reform efforts. Therefore, the data collected in this study can be useful in disrupting the prevalent trend in which teachers' participation in decision making is ignored as well as to promote the idea of mandatory inclusion of teachers' voice in making future reform development with the aim of dissipating the one-size-fits-all mantra as panacea.

It can be anticipated that this research will lead the way to future dialogue by establishing a meaningful relationship between teachers' practice and potential curriculum change policy that maintains and promotes their identities as professionals. This dialogue is crucial to depreciate the minimalist notion of teachers' work and provides an opportunity to highlight the importance of teachers' autonomy, agency, self-efficacy and participation in the creation of future educational change policy. This study offers some important insights into the influence of contextual factors on teachers' professional identity construction process by demonstrating how factors like prescribed curriculum, lack of association between teachers' pedagogical beliefs and enacted curriculum, students' demotivation in learning the language, and administrative expectations and policies influence teachers' professional identities and what tensions and challenges they face in implementing the externally-imposed curriculum change policies. To my knowledge, this is the first study that employs narrative inquiry in exploring the EFL teachers' professional identities in their efforts in implementing the TESOL curriculum in the Preparatory Year Programme (PYP) in a Saudi university. This research is also significant in a way that it highlights the marginalized and confronting identities of Non-Native English-Speaking Teachers (NNESTs) who suffer on multiple fronts due to their linguistic and racial backgrounds. This study also dispels controversial notion of *native speaker fallacy* (Phillipson, 1992) by exploring various factors that contribute to teachers' racial treatment in the present settings and suggests solutions by focusing on teacher effectiveness for better student language learning. Finally, this study also offers recommendations for policy makers how to keep in consideration various aspects of teachers' professional identity during curriculum development stage

and how important it is to make curriculum related policies a part of teachers' belief system for successful implementation.

1.7 Organization of the Thesis

This thesis is composed of seven chapters. The present chapter introduces the research by describing personal and professional reasons of engaging this study, the rationale of the study, its significance and the research questions. Following this introductory chapter, the second chapter deals with the context of the study by discussing the status of English language teaching in the Saudi context, the context of the English Language Institute (ELI), the Preparatory Year Programme (PYP) design and curriculum, and a comparative analysis of the two textbooks i.e. New Headway Plus Special Edition (NHPSE) by Oxford University Press and English Unlimited Special Edition (EUSE) by Cambridge University Press where the former is replaced with the latter. The chapter three reviews the literature and highlights the current educational debates concerning issues related to teacher professional identity, nature of educational reforms, curriculum implementation and teachers' role and identity in TESOL curriculum implementation. It also discusses the theoretical bases that provide a foundation stone to explore the EFL teachers' professional identity construction process in their efforts in curriculum implementation in order to furnish a theoretical background for the research presented and analysed in this thesis. Next, chapter four aims to show how the research is conducted. It describes the research methodology by providing an extensive discussion on the nature, philosophical underpinnings and the rationale for employing narrative inquiry for this research. It discusses the relationship and suitability of exploring teacher professional identity through narrative inquiry. It provides information related to the research participants, the sampling strategy, the site of the study, the justification for employing narrative interviewing as a suitable tool to collect narrative data for this study. This chapter describes overall data collection and analysis procedures applied in this study. Moreover, it also addresses the issue related to the research quality, the trustworthiness of the study, its limitations and challenges, and ethical

dimensions. Chapter five is divided into two parts. The first part presents the restoried narratives of the participants and the second part reports the findings of the study. In chapter six, these findings are discussed with reference to the reviewed literature. Finally, chapter seven presents the conclusion of the study by summarizing its findings, presenting the contribution of the study, making various recommendations for TESOL professionals in general and curriculum change policy makers in particular, and identifying different areas for further research. The chapter ends with a final remark by discussing the way this research journey influenced the researcher.

CHAPTER 2 CONTEXT OF THE STUDY

2.1 Introduction

This chapter focuses on providing relevant information on the context and background of the study. The first section deals with the current status of English Language Teaching in the Kingdom of Saudi Arabia (KSA). The second section aims at describing the context of the English Language Institute (ELI), the research site. The next section sheds light on the design and curriculum of English Language Preparatory Year English Language Programme (PYELP) by describing its structure and various components. The fourth section provides information about the ELI faculty. Finally, the last section provides a detailed comparative analysis of the two TESOL textbooks (previous and current) highlighting their various features, strengths and weakness in order to explore the possible rationale for the change in the TESOL coursebooks.

2.2 The Status of English Language Teaching (ELT) in Saudi context

The introduction of ELT in KSA can be traced back to the establishment of formal education system following the unification of the Kingdom in 1926 (Al-Maini, 2002). Owing to the *Wahhabi* influence, as it was expected at that time, the foreign language teaching would decline, however, due to the Anglo-American influence and the significance of alternative discourses to *Wahhabism*, the ELT started emerging in KSA (Elyas & Picard, 2018). In 1950s, with the rise of petrochemical industry in KSA, the need of ELT also increased. Therefore, legislation necessitated the teaching of English at the intermediate and high school levels in 1958. Since then English language has become a mandatory subject in the intermediate and high school levels both public and private schools all over the country (Mahboob & Elyas, 2014). Prior to 9/11, the ELT was moving at a snail's pace in KSA, however, the post 9/11 events transformed the role of

English teaching in the Saudi context. Thus, English was mandated as a subject from the elementary level and the number of English classes in a week was also increased which highlighted the growing importance of the language in the society (Elyas & Picard, 2018). With the epidemic growth of information technology, the importance of English language teaching has also been increased in KSA in the recent years. An increasing number of Science and Technology courses are offered at the Saudi universities mandated English as a medium of instruction which made it imperative for the Saudi learners to learn the language to get enrolled in various faculties (Al-Kahtany, Faruk, & Zumor, 2015). Hence, to cater the English language needs of the Saudi students, Preparatory Year Programmes (PYPs) were launched in all major Saudi universities.

2.3 The context of English Language Institute (ELI)

The English Language Institute (ELI) is probably one of the biggest English language institutes of a public-sector university in KSA which is catering the language needs of the Saudi students who intend to join various colleges for further studies. The current research is conducted at the male campus of the ELI. The institute was originally set up in 1975 by the British Council and it was named as English Language Centre (ELC) to provide English language instruction to over 500 male students who enrolled at the colleges of Engineering and Medicine. As a result of expansion in the programme in 1980, the ELI claimed the responsibility of meeting the language needs of male and female students by offering 30 courses in English for Specific Purposes (ESP) who were enrolled in the nine different colleges of the university. Since the inception of the Preparatory Year Programme (PYP) in 2007-2008, it was mandated for students to successfully complete six credit units of English language prior to initiate their further studies in their proposed colleges. Currently, the ELI, accredited by the renowned US Commission on English Language Program Accreditation (CEA), offers English language courses to more than 13,000 male and female PYP students annually and engages over 600 qualified EFL teachers from various

parts of the world across its male and female campuses. The ELI organizational chart can be seen in figure 2.1.

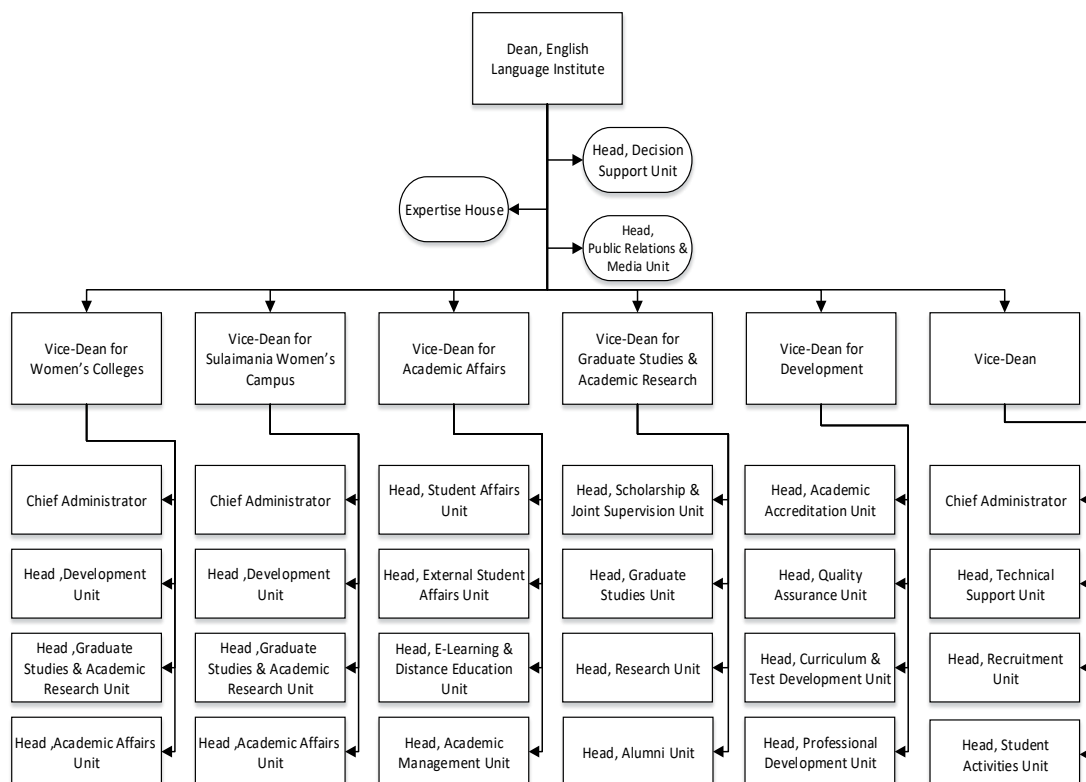


Figure 2.1. The organizational chart of the ELI

2.4 The Preparatory Year English Language Programme (PYELP) design and curriculum

The PYELP programme consists of four-level intensive general English language course ranging from Beginner to Intermediate (A1 to B1+ CEFR). The course is divided into four modules consisting of two modules in each academic semester. The details of courses offered at the ELI can be seen in table 2.1. Each academic module spreads over seven weeks with 18 hours per week instruction. Students are assessed through formal mid-module and final-module speaking, writing and computer-based listening, reading, grammar and vocabulary tests. At the start of the academic year, students are required to take Oxford Online Placement Test

(OOPT) to assess their current language proficiency level so that they could be placed in the appropriate level. The ELI level progression overview can be seen in figure 2.2.

ELI Course Code	Course Level	CEFR Level	Credits
101	Beginner	A1	0
102	Elementary	A2	2
103	Pre-Intermediate	B1	2
104	Intermediate	B1+	2

Table 2.1. The courses offered at the ELI

The PYELP curriculum consists of four core language courses with expected Student Learning Outcomes (SLOs). Teachers are expected to achieve these SLOs by exploiting the English Unlimited Special Edition (EUSE) textbooks published by Cambridge University Press. They are also provided with a detailed Pacing Guide for each course including day-to-day lesson progression details and the required number of pages to cover on a particular day. Each ELI level is comprised of key course goals which are supported by the relevant SLOs related to listening, reading, speaking and writing. Teachers are required to achieve these SLOs with the help of already-provided instructional material as well as they are free to choose any supplementary material to ensure SLO achievement.

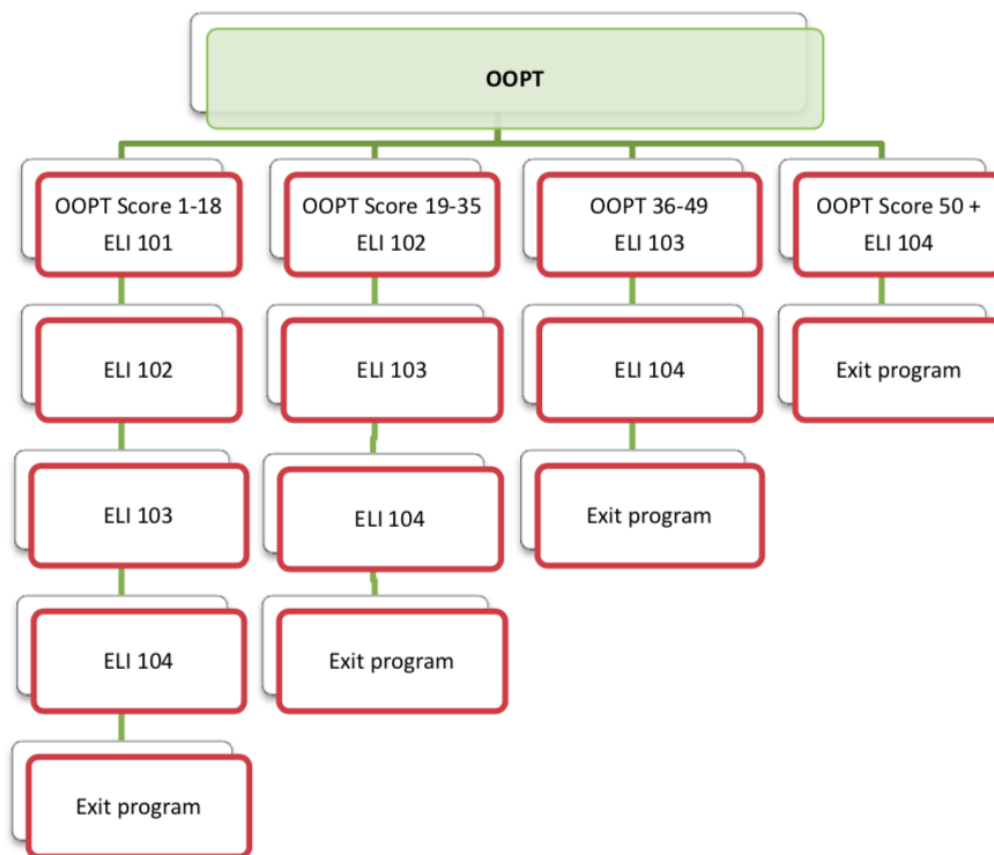


Figure 2.2. ELI level progression overview chart

2.5 The ELI faculty

The ELI faculty is comprised of more than 600 qualified EFL teachers across all the campuses. The male campus consists of more than 250 teachers emanating from 25 different countries. Majority of the teachers hail from the UK, USA, Canada, Australia, New Zealand, South Africa, Pakistan, India, Egypt and Tunisia. The recruitment criteria require the potential candidates to possess an MA in TESOL/TESL/Applied Linguistics, or any relevant qualification from an accredited university, a candidate with a BA in English plus an ELT certificate or diploma and three years of TESOL experience can also be considered for the job. A competitive salary package is offered based on teachers' qualification, teaching experience and the linguistic background which also includes housing and furnishing allowances, medical and transportation coverage, 60 days paid summer vacation holidays, along with annual return tickets for the teacher and

three dependents, and the end-of-service benefits. The next section deals with a comparative evaluation of current and previously used TESOL coursebooks with the intend to examine the possible justification for the change.

2.6 Comparative evaluation of current and previously used EFL coursebooks at ELI

The selection of an EFL coursebook is not an easy decision both for the majority of teachers and policy makers as the coursebooks significantly influence the content and nature of the teaching learning process. It involves synchronization of material with the context, achievement of goals of teaching program, and negotiation with teachers' personal pedagogical beliefs.

In this section, I intend to analyse the currently used EFL coursebook *English Unlimited Special Edition (EUSE)* and previously used EFL coursebook *New Headway Plus Special Edition (NHPSE)* at the ELI by using one of the most comprehensive coursebook evaluation models designed by McDonough, Shaw, & Masuhara (2013). Consequently, I hope to evaluate the strengths and weaknesses of both the books and look for the rationale behind replacing the one with the other. This analysis also intends to provide readers with possible grounds on which one textbook could be replaced with the other and what features are necessary to be taken in consideration when such textbook change is planned. I also intend to emphasize how and why one coursebook can be considered better than the other and what factors might have influenced the curriculum planners' decisions in selecting the one and replacing it with the other.

The model provided by McDonough et al. (2013) is quite flexible and consists of two stages i.e. a brief external evaluation and an in-depth internal evaluation of the coursebook (see figure 2.3). The external evaluation focuses on an overview of the organizational features of the coursebook including author/publisher's description on the cover, introduction and table of content pages. On the other hand, an in-depth internal evaluation of the coursebook is "to see how far the

materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program” (McDonough et al., 2013, p. 64).

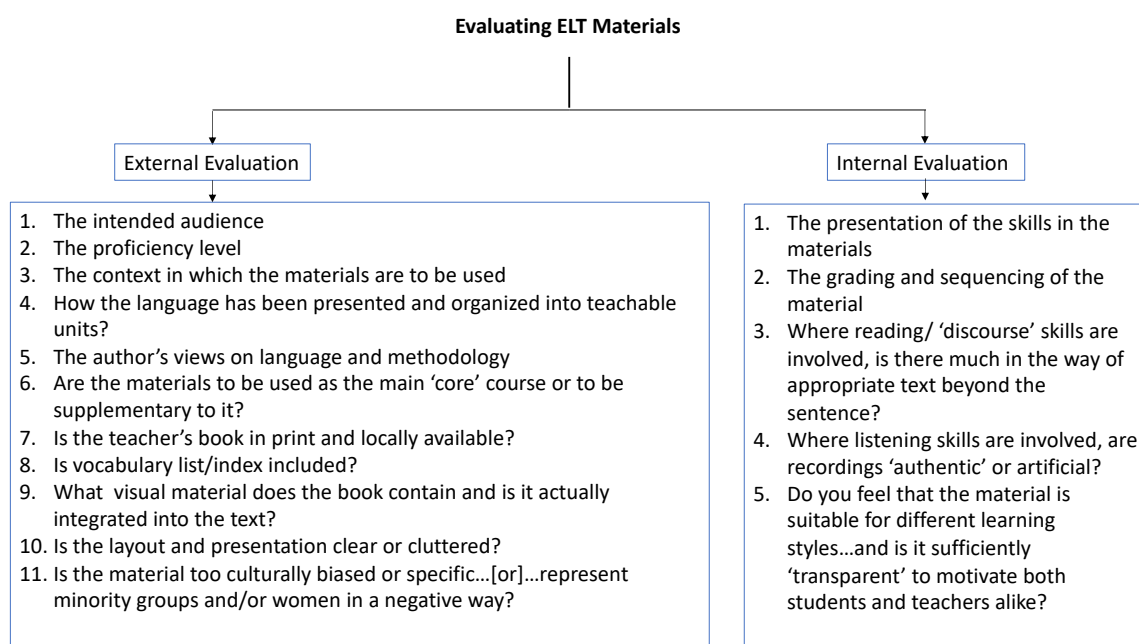


Figure 2.3. Evaluation model of ELT materials: adapted from McDonough et al. (2013)

2.6.1 External evaluation

This section focuses on the initial external overview of the evaluation stage by examining what the authors claim about the book by looking at the cover, introduction and table of content pages. According to McDonough et al. (2013), at this stage it is pertinent to analyse the cause of material production.

2.6.1.1 The Intended Audience

The age group these books are written for is not stated explicitly. Both the books claim that they are suitable for Arabic speaking adult learners. However, no specific age group is stated explicitly.

2.6.1.2 The proficiency levels

Both *EUSE* and *NHPSE* are a four-level course. On the cover of *NHPSE*, it is mentioned that it covers Common European Framework of Reference for Languages (CEFR) range A1 to B1 and it also claims that book 1,2,3 and 4 are suitable for true beginner, elementary, pre-intermediate and intermediate students respectively. Similarly, the introduction of *EUSE* Teacher's book clearly refers to the proficiency level of learners starting from A1 to B1+. It also affirms that the course is designed to achieve specific communicative goals that are taken from CEFR and adapted per different levels.

2.6.1.3 The context in which the materials are to be used

McDonough et al. (2013) distinguish between teaching general English and teaching English for Specific Purposes (ESP). Both the books claim that the course is designed for general learners for global communication. Moreover, *NHPSE* claims that this course is specifically designed for learners from the Middle East and North America. Similarly, *EUSE* maintains that this course aims "to enable Arabic speaking adult learners to communicate effectively in English in real-life situations".

2.6.1.4 How the language has been presented and organized into teachable units/lessons

EUSE consists of a shorter 'Intro' unit and 10 units in book 1 and 14 units in book 2, 3, and 4 respectively. Each main unit contains 8 pages. According to the Teacher's Book (Doff, Ostrowska, & Smith, 2004), the first two pages of each unit make a single lesson with goals derived from CEFR. The lesson may include vocabulary and/or grammar along with practice in reading, listening, pronunciation and speaking. The lesson ends with a communicative speaking or writing practice. The next two pages again make another lesson with goals based on CEFR. The fifth page is claimed to be "the heart of the unit" and known as the Target activity which is an extended task designed to activate language taught earlier in the lesson. Next to the target activity, there is an Explore section that contains activities for broadening the topics, language and skills taught in the unit.

Each unit ends with a *Look again* section which consists of a series of short activities for reviewing the language taught in the unit. Even-numbered units contain a *Get it right!* Section which emphasizes on a language area that Cambridge Learner Corpus research indicates Arabic-speaking learners prone to have difficulty with.

According to McDonough et al. (2013), it is pertinent to keep in mind the length of each main unit as teachers need to harmonize the material with the given educational program. In this regard, the book claims that two goal-based lessons on the first four pages of the book may take around 90 minutes each. In addition, the last four pages of the book will be covered in about 45 minutes each.

On the other hand, *NHPSE* beginner, elementary and pre-intermediate books contain 14 units each and the intermediate book contains 10 units. According to Soars & Soars (2011) each unit in the course is organized in the following components:

- Starter- this section is designed as a warmer and is linked with the unit to come.
- Presentation of new language- new language items are introduced through reading or listening texts. Presentation sections also contains Grammar Spots for explicit display of grammar item taught in the unit.
- Vocabulary- it complements the language item presented in the unit.
- Skill work- speaking is combined with reading and/or listening and/or writing
- Everyday English- this section mainly focuses on survival skills, social skills and functional areas.

There are four Stop and Check revision tests in each book that Soars, Soars, & Sayer (2012) suggest, are to set in class or given as homework for more practice. In addition, each book contains two Progress tests as well. The estimated time for covering each unit has not been mentioned in the Teacher's book.

2.6.1.5 The author's views on language and methodology

When analysing the author's views on language and methodology, it seems pertinent to look at his or her claims regarding learner involvement and learning process. In this regard, *EUSE* claims to offer "a CEFR goal-based course for adults, which prepares learners to use English independently for global communication". Similarly, Soars & Soars (2011) in *NHPSE* state that "new language introduced gradually and methodically, in measured amounts, and in a logical order"(p. 4). In addition, regarding methodology they claim that proven traditional and the most recently researched approaches are used in this course for general learners to communicate globally. Overall, both the courses seem to promote the view to increase the learners' ability to practice on wide range of communicative criteria along with providing systematic practice in formal functions of language.

2.6.1.6 Are the materials to be used as the main 'core' course or to be supplementary to it?

The way materials are used (core course or supplementary) determines their effectiveness in a given context as well as the total cost (McDonough et al., 2013). The *EUSE (with workbook)* is priced at roughly \$ 44.00 and the *NHPSE (with workbook)* costs around \$ 25.00. In my view, there is a reasonable difference in price of the book, and it seems to be an important economic factor as thousands of students buy the coursebook after every 7 weeks.

2.6.1.7 Is the teacher's book in print and locally available?

A teachers' manual for both the courses is widely available and sold locally. The manuals for both the courses provide valuable teaching tips and suggestions to both beginning and experienced teachers.

2.6.1.8 Is a vocabulary list/index included?

Both the courses contain vocabulary reference sections. In *EUSE* the vocabulary reference section is provided in the students' coursebook, however, in *NHPSE* vocabulary list for each unit is given in the Teacher' book.

2.6.1.9 *What visual material does the book contain and is it actually integrated into the text?*

Visual material including photographs, drawings and graphs are appealingly presented in both the coursebooks. These visuals effectively add an artful contextual feature in the language practice activities. Coloured photos are frequently used to provide students an opportunity to predict the upcoming task and learn the associated vocabulary that is useful for the lesson.

2.6.1.10 *Is the layout and presentation clear or cluttered?*

The layout is professionally designed and not conspicuously cluttered in both the coursebooks. Both the coursebooks follow a standard lesson format that students get familiar with after a couple of units.

2.6.1.11 *Is the material too culturally biased or specific...[or]...represent minority groups and/or women in a negative way?*

As both the courses are published as special editions explicitly for the Saudi students so great care has been taken to keep the material culturally specific. In doing so, 'controversial' topics like politics, religion, human rights etc. are deliberately excluded from both the courses and only those topics are included that represent a 'happy' life like shopping, food sports etc. In addition, special attempt is made to exclude the representation of minority groups like Bengalis, Indians and Pakistanis etc. that are an essential and major part of the local culture and society. Regarding the representation of women, their photos are carefully selected where they are either *abaya-clad* or fully covered regardless their culture and nationality. Lastly, music and songs are not included as they are officially considered forbidden in the Saudi culture.

In brief, the external evaluation suggests that both the coursebooks are written for Arab learners of English language and the proficiency level of each coursebook is clearly mentioned. In addition, both the coursebooks are claimed to be written for the Middle Eastern context. However, it seems that the way language is presented in teachable units in *NHPSE* is quite easy-to-understand and convenient for both teachers and students as compared to *EUSE*. In other words, in *NHPSE*, the lesson is sequenced by a starter which provides a context, a presentation and then leading to practice and production. On the other hand, *EUSE* contextualizes the lesson through a text-based task which sometimes deviates the learners from the main focus of the lesson. Moreover, the new language seems to present quite gradually and logically in *NHPSE* as compared to *EUSE* where new language particularly the vocabulary items appear quite abruptly making the task quite challenging for the learners. Lastly, *NHPSE* is cheaper in price than *EUSE* which is \$ 19 more expensive than *NHPSE*.

2.6.2 Internal evaluation

According to McDonough et al. (2013), this stage of the analysis intends to examine the internal consistency and organization of the coursebook. The main purpose of this stage is to ascertain to what extent the external claims made by the author/publisher correspond with the internal content of the material.

2.6.2.1 The presentation of the skills in the materials

A major feature of the modern EFL/ESL coursebooks is to integrate the receptive and productive skills (Brown, 2007; White, 1998; Stern, Allen, & Harley, 1992; McDonough et al., 2013). Each unit in both the books includes sections on listening, speaking, reading and writing where these skills are integrated in most of the activities. It seems that an effective attempt is made to keep a balance between the skills. Moreover, both the coursebooks are flexible enough and can easily be adapted. The Saudi students generally need more practice on writing. Therefore, extra writing practice activities are provided in the workbook of both the courses.

2.6.2.2 The grading and sequencing of the material

McDonough et al. (2013) state that the way material is graded and sequenced in a coursebook is an important principle, but it is not patently clear and varies from coursebook to coursebook. In case of *EUSE*, as Doff et al. (2004) claim it is a goal-based course and the course goals are adapted from CEFR. They state that the goals of CEFR are further divided into various scales “which describe abilities in different kinds of communication” (p. 20). For instance, in *EUSE Starter*, the language is taught on the following scales:

- Speaking
 - Describing experience
 - Conversation
 - Goal-oriented co-operation
 - Transactions to obtain goods and services
 - Information exchange
- Writing
 - Creative writing
 - Correspondence
 - Notes, messages and forms
- Listening
 - Overall listening comprehension
 - Listening to announcements and instructions
 - Reading
 - Overall reading comprehension
 - Reading correspondence
 - Reading for orientation
 - Reading for information and argument

Hence, the course is graded and sequenced according to the CEFR adapted goals and the material is graded across units and seems appropriate to be taught in a linear fashion.

Similarly, *NHPSE* is also based on CEFR scales covering from A1 to B1. The course units are generally graded and sequenced based on various themes where, Soars & Soars (2011) claim that new language items are “introduced gradually and methodically, in measured amounts, and in a logical order” (p. 4). For example, in *NHPSE Beginner* the main verbs are taught in the following order:

- to be
- Present simple
- there is/are
- Past simple
- can/can't
- I'd like
- Present continuous for now and future

Here, the new language items are presented and sequenced in a linear fashion allowing progression from easier to difficult concepts. Similar is the case with vocabulary as Soars & Soars (2011) state that “vocabulary is carefully graded and recycled throughout, so that students don't suffer from overloading” (p. 4). They claim that vocabulary is graded by keeping two factors in mind i.e. it should complement the grammatical input and the theme of the unit.

2.6.2.3 Where reading/ 'discourse' skills are involved, is there much in the way of appropriate text beyond the sentence?

The reading material provided in both the coursebooks covers variety of writing styles such as magazine/newspaper articles, biographies, advertisements and personal and professional correspondence. However, *EUSE* seems to provide wide range of text types including printed and electronic. There are online articles, web postings and blogs, reviews and variety of emails that provide the course a modern and up-to-date look.

Texts in both the courses are exploited by using a range of tasks by keeping the level and the text-type in mind. For example, the sequence generally includes:

- Orientation to the topic

- Reading for gist
- Reading for details
- Reading to explore new vocabulary
- Reading to respond to the text

In brief, I think both the coursebooks provide students with an opportunity to practice the skills and explore the variety of reading and writing styles through given texts.

2.6.2.4 Where listening skills are involved, are recordings ‘authentic’ or artificial?

According to Thornbury (2006), a text used in classroom can be authentic if it is originally written for non-classroom population. He states that with the inception of communicative approach, inauthentic texts were considered to be inappropriate therefore, authentic and semi-authentic texts became popular in ELT materials. However, the use of authentic material in ELT coursebooks has extensively been debated. In this regard, Nunan (1991) asserts that “authentic” language is the one that has not been particularly written for the purpose of language teaching rather it is the one “which learners will encounter outside the classroom” (p. 37-38). In addition, authentic materials promote greater realism and relevance and increase learner motivation (Cunningsworth, 1995).

However, while teaching CEFR goals-based coursebooks, it seems pertinent to adapt the materials according to the level of students. Accordingly, the main role of the coursebooks is to select, idealize and simplify the linguistic input to make it accessible to learners (Cook, 1998) by providing natural language input for unconscious learning. The coursebooks under examination also provide semi-authentic (Nunan, 1991) input for language teaching and learning. In brief, the degree of natural authenticity seems to increase in the books aiming at A1 linguistic competence to B1 and above.

2.6.2.5 Do you feel that the material is suitable for different learning styles...and is it sufficiently 'transparent' to motivate both students and teachers alike?

As Ellis (1996) suggests that it is pertinent that teachers, course designers and material writers need to be prepared that the content provided by them may not be processed by students as they planned it. Therefore, it is significant to keep in mind while designing the material that it should meet the needs of students' varying learning styles.

In the case of *EUSE* and *NHPSE*, these coursebooks try to address students' different learning styles by allowing students to practice language in pair and group work by demonstrating information-gathering and problem-solving skills. Extensive use of audio-visual material seems to provide students an opportunity to stimulate schemata that helps in performing various skills and language tasks. Moreover, both the courses significantly promote the idea of language learning through communication, therefore there are various tasks that allow students to practice language by approaching other fellow students like Jigsaw reading/listening and Think/Pair/Share activities. Such kind of activities can broadly meet the needs of kinaesthetic learners.

For McDonough et al. (2013) material needs to be engaging and motivating both for teachers and students and it should also strike a balance between teacher-learner interaction and teacher-learner relationship. Regarding this, they refer to Rubdy's (2003) categories which emphasise to consider students' needs, teachers' beliefs and the materials writer's underlying thinking regarding teaching and learning.

As far as students' needs are concerned, they primarily need English for academic purposes as after completing the PYP, they join various colleges depending on their grades. However, these courses mainly focus on general English for everyday communication that partially fulfil students' linguistic needs. After successfully completing the PYP students are expected to be reasonably

good user of the language particularly they are expected to read ESP academic texts and write academic essays for various assessments. In this regard, both the textbooks mainly focus on teaching general English and there is a little focus on teaching academic English which is an explicit need of the learners in this context. Turning now to what extent the materials commensurate with teachers' beliefs, it needs to be researched that what teachers' views are regarding the prevalent teaching approach of CLT used in these coursebooks. Without a proper research evidence, it seems misleading to claim to what extent materials are incongruent with teachers' beliefs. Regarding, the material writer's underlying thinking about teaching and learning, it has previously been discussed that the authors of these courses primarily focus on CLT as the prevalent teaching approach. In addition, they are likely to promote the idea that learners learn a language better when they engage in communicative tasks and activities. In my opinion, the CLT version presented in *NHPSE* seems to be more logical and convenient to understand for both students and teachers as compared to CLT approach adopted in *EUSE* which is more prone to task-based and text-based. More importantly, the views of other teachers need to be ascertained and considered on this issue as well.

In brief, *EUSE* and *NHPSE* are four-level CEFR based courses especially written for Arabic speaking learners of English. Both the courses primarily promote CLT as a teaching approach and learners' engagement in communicative tasks and activities is seen as a source of learning. Nevertheless, these courses show clear evidence of cultural bias as the representation of minority groups is deliberately excluded or marginalized. Both the courses present and grade language including four skills, grammar, vocabulary, pronunciation and language function in a logical order and tasks and activities are appropriately designed to enhance learning. Both the courses move on the continuum of semi-authentic to authentic in dealing with listening and reading materials and cater various learning styles. In my view, both the courses possess wide range of similarities and a few differences. It seems that the previously used coursebook i.e. *NHPSE* was effectively pursuing the goals of English language program. Similarly, the current

coursebook i.e. *EUSE* is no more different and possesses the similar features. After all, it seems difficult to figure out the real cause of the coursebook change within the context of the ELI particularly given the difference in price highlighted earlier.

2.7 Chapter summary

This chapter focuses on highlighting important information regarding the context of the study. It provides information related to the status and development of English language teaching in the Saudi context. In addition, it furnishes with crucial details regarding the current setting in which the research is conducted. The second part of this chapter focuses on the comparative analysis of the two ELT coursebooks and highlights the strengths and weaknesses of the each. The next chapter focuses on the review of the relevant literature.

CHAPTER 3 LITERATURE REVIEW

3.1 Introduction

The main purpose of this chapter is to provide an overview of the relevant literature pertinent to the topic of the study. This chapter is divided into three sections. In the first section, I will review the literature related to the construction of teachers' professional identity. Researchers have investigated the constructs of identity across many fields including philosophy, psychology, sociology and education. Notably, the nature of professional identity can be located at the intersection of these broad areas of investigations. A large and growing body of literature has explored the construct of teacher identity and teacher professional identity in mainstream educational contexts. Despite this significant focus, the concept of teachers' professional identity remains rather vague and ill-defined (Beijaard, Verloop, & Vermunt, 2000). This review of the literature examines the construction of professional identity and factors influence this process. The second section will deal with issues related to curriculum, curriculum change and specifically with curriculum implementation. A range of possible sources related to context of the study were chosen starting from defining curriculum and ending with the detailed investigation of the literature on curriculum implementation. In the third section, I will explain and discuss the research related to the construction of teachers' professional identity during curriculum implementation process.

3.2 Conceptualizing teachers' professional identity

Over the past two decades teachers' professional identity has gained widespread attention (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004; Rodgers & Scott, 2008; Flores & Day, 2006; Connelly & Clandinin, 1999). Emerging from structuralism to constructivism, the concept of identity is now usually perceived as situated and multifaceted, including interaction between an individual and socio-cultural settings (Beijaard et al., 2004). Rapid change at

the global level requires teachers to meet the high expectations set by schools and society by adopting and adapting new developments in their roles as professionals (Thomas & Beauchamp, 2011). Teachers' professional identity as "a continuing site of struggle" (Maclure, 1993, p. 312) can be an effective way to understand to be a teacher in a variety of contexts (Day, 2011). It is generally acknowledged that teachers' views about their role and dynamics of teaching and learning impact their professional behaviour, level of satisfaction and professional efficacy (Rus, Tomşa, Rebege, & Apostol, 2013). Therefore, teachers' professional identity is considered to be the core of the teaching profession and the notion of identity presents teachers a lens to construct their perspective about "how to be", "how to act", and "how to understand" their professional practices and their status in society (Sachs, 2005, p.15). Understanding of one's self is an important component that helps teachers construct their identity and to link this identity with their professional practices (Kelchtermans & Vandenberghe, 1994). In addition, Beijaard et al. (2004) argue that the idea of self strongly influence teachers' teaching practice, professional development, and their approach towards educational change. Therefore, it can be contended that learning to teach is largely a process of identity formation (Nguyen, 2008). Moreover, Varghese, Morgan, Johnston and Johnson (2005) argue that teacher identity is greatly a personal and psychological matter because it relates with an individual's self-image and the other-image, therefore, it is profoundly a social process which occurs through a teachers' negotiation with the contextual factors within the institutional settings. Thus, if language teachers have a better understanding about their identity and self, they can have better understanding of language teaching and learning. However, it is crucial to understand that conflicting identities can emerge when teacher identity might cohere with ideas about language learning that are antithetical to what is considered to be the best practice. In this section, I have introduced the main area of research and highlighted its importance in the existing literature and the next part of this chapter will deal with the issues related to defining the concept of teachers' professional identity. To serve the purpose of this study, my analysis and discussion will focus on the in-service teachers' identity formation processes.

3.3 Defining and understanding teachers' professional identity

The concept of teachers' professional identity has been explored quite extensively in the educational literature (Cohen, 2010; Farrell, 2011; Sachs, 2001; Vloet & Van Swet, 2010), but its definition is often perceived as vague (Beijaard et al., 2004). One of the reasons for this vagueness can probably be the concept of identity has various meanings that are grounded in different disciplines and research approaches. Most of the studies primarily do not define what identity is rather they provide various characteristics of the concept. DeMarree and Morrison (2011) attempt to identify the reason for the difficulty in conceptualising the concept is that identity does not possess a visual existence rather it is a sense of being, associated with metacognition. After reviewing the key studies on teacher identity, it can be noted that the notion of teachers' professional identity is closely linked with teachers' concept of self (cf. Knowles, 1992; Wilkins, Busher, Kakos, Mohamed, & Smith, 2012; Lasky, 2005; Maclure, 1993;), teachers' professionalism (e.g. Sachs, 2003; 2001; Scotland, 2014; Palmér, 2016), and teachers' professional roles (Flores & Day, 2006; Goodson & Cole, 1994). In this regard, after reviewing the literature on teachers' professional identity, Rus et al. (2013) maintain that this concept can be located in three broader categories 1) teachers' professional identity formation, 2) characteristics of teachers' professional identity, and 3) (re)presentation of teachers' identity through their stories. On the other hand, Beauchamp and Thomas (2009) review the complexities involved in understanding the teachers' identity and assert the importance of the following issues including the problematic nature of defining the notion, the relationship of self and identity, the association of emotion, reflection, agency and discourse with identity, the affect contextual factors on identify, and the construction and negotiation of pre-service and newly-appointed teachers. Furthermore, while attempting to reconcile the multifaceted perspectives on teachers' professional identity, Beijaard, Verloop, and Vermunt (2000) contend "what these various meanings [of identity] have in common is the idea that identity is not a fixed attribute of a person, but a relational phenomenon" (p. 108). They summarized the whole debate by arguing that identity is a process

of continuous (re)construction and (re)interpretation driven by personal and professional experiences and contextual factors.

Teachers' professional identity is generally viewed from various perspectives grounded in vast range of disciplines therefore, social, cultural, psychological, and historical positions held by researchers significantly complicate the understanding of the concept. Most of the theorists and researchers widely rely on the various characteristics of identity to define it. Rodgers and Scott (2008) provide four factors that shape identity including influence of context, impact of social interaction, fluidity, and meaning making and these factors are important for understanding teachers' professional identity. Similarly, Akkerman and Meijer (2011) define teachers' professional identity by the help of characteristics such as multiplicity, discontinuity and social nature of identity. For Beijaard et al. (2004) the aspect of agency becomes important to define the notion as they maintain that an individual's actions and activities construct his/her identity. Chryssochoou (2003) adds to this argument and maintains that identity can be conceived as a depiction of association between an individual and society. Within the teaching context, this depiction can be viewed through teacher self-knowledge, beliefs, and acknowledgement linked to teacher roles. Beijaard et al. (2004) reviewed over twenty-four studies and emphasized on better understanding of teacher identity. Instead of defining the concept, they contend that teachers' professional identity can be understood as association of teachers' sub-identities in relation to various contexts and relationships. Correspondingly, Valero (2012) argues that identity plays significant role in understanding the association between agency and social structure. These definitions of the professional identity highlight identity as a shifting, unstable, individual and continuous process. Furthermore, teachers perform their professional duties in various contexts and in various communities, for instance in classrooms, meetings and social interactions, in which teachers' professional identity is constructed and influenced differently (Schifter, 1996) which Sachs (2001) mentions as teachers' multiple professional identities. Furthermore, Gee (2000) advocates the process-oriented definition of identity and claims that identity construction is a continuous process in which one

interprets oneself as “a certain kind of person in a given context” (p. 99). Concurring with Gee, Luehmann (2007) views teacher professional identity as “being recognized by self or others as a certain kind of teacher” (p. 827). It can be noted that these two definitions primarily focus on the identity development as a process in which a teacher finds him/her different from others based on various personal and professional characteristics. The post-modern approach views identity as a dynamic process that involves continuous (re)construction of an individual’s identity throughout his/her life. Concerning this, Taylor (1992) uses two metaphors to define the construct: “horizons” and “webs of interlocution”. He argues that “horizons” is to know who and where an individual is. His metaphor of “web of interlocution” refers to the way self is reliant on its relations to others. He argues that identity is the outcome of the commitments and identifications that contributes to forming the horizon or frame in which one attempts to determine what is valuable, what actions need to be taken, what to agree and disagree with. Identity, for him, is “the answer to the question of who I am always involves reference to where I am speaking from and to whom or with whom” (p. 36). In educational literature, identity is also perceived through teachers’ narratives.

Narrative is a heterogeneous and complex area which is grounded in different discourse positions in understanding the development of identity (Bamberg, 2006; Clandinin & Connelly, 2000). Urzúa and Vásquez (2008) define teacher professional identity as “constituted in any utterances which include first person reference to one's activities, knowledge, beliefs and attitudes related to teaching” (p. 1937). This definition emphasizes on the personal narrative of an individual as a major source for constructing his/her identity professional identity within the teaching context. Regarding this, Holland, Lachicotte, Skinner, and Cain (1998) highlight the importance of people’s stories by asserting that “people tell others who they are, but even more importantly, they tell themselves and they try to act as though they are who they say they are. These self-understandings, especially those with strong emotional resonance for the teller, are what we refer to as identities” (p. 3). Here, the articulation of self-understanding with a blend of emotions related to the time and space seems to constitute an individual’s

identity. Furthermore, Gee (2000) discusses narrativization along with “discourse space” and asserts that these two form a “core identity” (p. 111). Sfard and Prusak (2005) also support the idea of exploring identity through narrative approach. They view identity as “a set of reifying, significant, endorsable stories about a person” (p. 14). However, Wenger (2000) contradicts this narrative perspective and claims that identity is neither reflective nor discursive rather identities are words; we reflect on our identities as self-images because we think and talk about ourselves and others in words. In addition, Connelly and Clandinin (1999) assert that to analyse practice through teachers’ narratives is essential for understanding of self and identity.

Professional identity can be perceived as one aspect of multiple perceptions of an individual’s identity and this aspect is closely associated with their professional position as a teacher (Gee, 2000). As there are various interpretations of the concept of teacher professional identity within the educational literature (Beijaard et al., 2004) in this study the construct of teacher professional identity is adapted from (Gee, 2000) and conceived as to be a “person narrativization of what consists of his or her (never fully formed or always potentially changing) core identity as a teacher” (Sutherland, Howard, & Markauskaite, 2010, p. 455). This definition conforms with the research review conducted by Beijaard et al. (2004) which presents four basic characteristics of professional identity. First, it is fluid and not a fixed concept, instead it involves the process of interpretation and reinterpretation of professional experiences. Secondly, the professional identity construction process involves the interaction between an individual and the context. An individual’s identity is formed by his/her personal knowledge of and through the negotiations with the social interaction within a community (Wenger, 2000). Thirdly, the construction of professional identity is closely associated with the human agency which is one of the major features of teachers’ self by which they interpret and justify their practices to themselves (Coldron & Smith, 1999). Finally, teachers at the beginning of their careers possess a set of sub-identities which with experience change into a fairly harmonious entity (Beijaard et al., 2004). The next section will deal with the process of teacher professional identity

construction. In this study, 'identity formation' and 'identity construction' is used interchangeably.

3.4 Construction of teacher professional identity

The research on identity construction suggests that the identity construction is more than a linear process (Flores & Day, 2006; Geijsel & Meijers, 2005). Most of the studies conducted to explore the identity construction process generally view teachers as being objects whom researchers investigate from outside, therefore, such an approach provides limited understanding the way teachers see themselves as teachers and make sense of their professional practices (Niessen, Abma, Widdershoven, Van der Vleuten, & Akkerman, 2008). Beijaard et al. (2004) view the identity construction as “a process of practical knowledge building characterized by an ongoing integration of what is individually and collectively seen as relevant to teaching” (p. 123). This integration, Geijsel and Meijers (2005) argue, is a continuous learning process in which all professional experiences are reinterpreted in the light of shared communication of emotions and knowledge and in this way each professional experience is not only profoundly individual but also involves interaction with peers.

To explore the process of identity construction is mainly considered to explore the very existence of an individual (Prytula & Hellsten, 2011). Moreover, it highlights the variation and difference between individuals or groups based on their objectives, ethical perspectives, guiding principles, knowledge, associations and ambitions (Sutherland et al., 2010). When identity is perceived to be “anchored around a set of moral prepositions that regulate values and behaviour, so that identity construction necessarily involves ideas of ‘right’ and ‘wrong’ desirable/undesirable unpolluted/polluted” (Schopflin, 2001) then teacher’s learning process becomes pertinent in identity construction process. It can be argued that a learning environment is a platform where individuals are provided with an opportunity to negotiate their values, to question certain values, and to ascertain reasons to uphold certain values to identify with peers (Kimaliro, 2015).

This process of negotiation of values indicates that identity is a relational concept, therefore, Andreouli (2010) proposes that it is crucial to assess the worth of self-other relation in making sense of identity construction. Gee (2000) categorizes identity into four types and among these I-identity or institutional perspective is generally referred to discuss teacher identity. Concerning this, the position or power assigned by the institution shapes an individual's identity by authorizing him/her with some rights and responsibilities.

From a social constructionist point view, identity is formed through social contacts and reconstructed by interacting with others. This perspective is grounded in Mead's (2015) notions of socially collaborative self. According to this perspective, teacher identity construction is a continuous and active process of making sense of professional experiences. Identity is not a personal possession, rather it can be perceived as a continuum on which identity is shaped and reshaped with time. Therefore, the identity construction process can be perceived as a negotiation not only with self and others but also within the discourses that exist in an individual's life in which people takes positions for themselves in which they relate to the position they attribute to others (Reeves, 2009). In addition, according to Holstein and Gubrium (2000) self is shaped by responding to the conditions in which it exists and thus splits into different selves. Similarly, Van Lagenhove and Harre (1993) divide identity into two kinds: the personal and social identity. For them multiplicity of selfhood refers to social identities that result in discursive practices and are not fixed. This perspective is particularly interesting regarding to this study as the participants seems to involve in discursive practices during their negotiation with curriculum implementation process that seems to shape and reshape their professional identities. Most of the studies I explored in relation to social interaction and identity construction affirm that teacher learning significantly depends on the social interaction they have with peers. The depth of this learning depends on the kind of relationship they have with others (Fox & Wilson, 2009; Friesen & Besley, 2013; Vetter & Russell, 2011). Fox and Wilson (2009) in their study found that although teachers did not form effective association with their mentors, they formed meaningful relationship with their

peers which helped them in shaping their identity. Likewise, Brillhart (2007) suggest that 10 teachers in his research conceive teaching through every day experiences, recollections, interaction with peers, and their existing and past relationships which construct their identities.

3.5 Construction of teacher professional identity in TESOL

Compared to the extensive research in education, emphasis on teacher identity in TESOL is relatively recent (Liu & Xu, 2011; Norton & Early, 2011; Tsui, 2007). Xu (2014) reviews the literature and identifies three widely discussed theme related to teacher professional identity in TESOL. The first deals with the impact of teachers' linguistic positions on the construction of their professional identities. These studies investigate how the polarity of Native English speaking Teachers (NESTs) and Non-native English Speaking Teachers (NNESTs) has burdened NNESTs with a sense of inferiority and compelled them to doubt their legitimacy as language education professionals (Park, 2012; Jenkins, 2005; Pavlenko, 2003). The second theme examines tensions originate due to conflict between social and professional identities and asserts that teachers' professional identities have been threatened by their race, gender and ethnicity (Varghese et al., 2005; Motha, 2006). Grounded in socio-cultural theories of learning and identity, the third theme investigates how teacher professional identity is constructed in educational reforms (Tsui, 2007; Liu & Xu, 2011). Drawing upon the theory of community of practice (CoP) (Wenger, 2000), these reviews position identity in professional settings and emphasize the necessity for teachers to reshape their identity to deal with new demands of competing pedagogies in the professional settings (Xu, 2014). In this study, the third theme is primarily focused as it is quite relevant to the aims of the research.

There are multiple factors that influence and shape language teachers' professional identity. Day, Elliot and Kington (2005) endorse this notion and argue that if identity is understood as a major dominating factor on teachers' self-efficacy, sense of self, sense of purpose, commitment, job satisfaction and

performance, it is pertinent to explore different factors which impact positively or negatively, the contexts and the outcomes for practice. Concerning this, Varghese et al. (2005) further contend that “in order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim or which are assigned to them” (p. 22). This argument clearly highlights the significance of teacher identity; therefore, it is important to gain better understanding of the processes of teacher identity construction within EFL context. How language teachers’ identities are constructed, Clarke (2008) argues that learning to teach can effectively be considered a process of identity construction, and this process is closely linked with the discourses and communities in which we work. Wenger (2000) theorizes and affirms that to understand the process of identity construction in its social and cultural context, it is essential to explore the process beyond daily involvement with practice. He further contends that identities are constructed during tensions between our engagements in different forms of affiliations and our aptitude to negotiate in a meaningful way in those situations. Thus, identity construction is a twofold process of identification and negotiation of meanings. Wenger views identification as the engagement of self in forming affiliations and differentiations. Therefore, “identification is both relational and experiential” (Tsui, 2007, p.660). In this respect, the EFL teachers generally identify and position themselves not only in local but also in global context of the TESOL world. In my view, EFL teachers’ participation or lack of participation in negotiating meanings can influence their identity construction process positively or negatively. Thus, with reference to the CoP framework, identities are co-constructed during learning and meaning making processes which are the integral components of the practices of a community (Clarke, 2008).

3.6 Impact of contextual factors on teachers’ professional identity

In recent years, there has been an increasing amount of research conducted to explore how different contextual factors—internal and external classroom

factors—influence the process of EFL teachers’ professional identity (Varghese et al., 2005). Concerning this, Miller (2009) contends that teachers negotiate their professional identities under the powerful influence of various external contextual factors. These can include curriculum policy (Cross, 2007), cultural differences, workplace conditions (Flores & Day, 2006), bilingual language policies (Varghese, 2006), racism (Miller, 2009), and professional development (Hodgen, 2003). I consider Flores and Day’s (2006) figure 3.1 quite relevant in this regard.

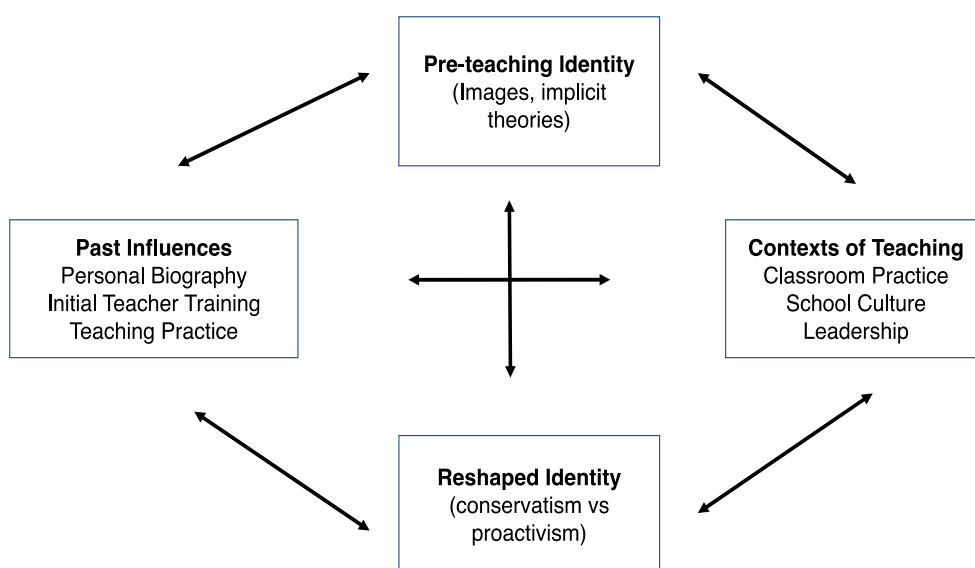


Figure 3.1. Key mediating influences on the formation of teacher identity.

Flores and Day (2006) explain the interconnected nature of various influencing factors in constructing teachers’ professional identity. In other words, teacher professional identity is influenced by the conditions that conflict and challenge their past experiences, teaching skills, social associations, linguistic abilities, values and beliefs.

The research conducted in exploring the construction of EFL teachers’ professional identity has focused on multiple perspectives. Duff and Uchida (1997) investigated the negotiation of EFL teachers’ sociocultural identities and

pedagogical practices in classrooms. They emphasized the complexities and contradictions linked with teachers' professional, social and cultural characters. Tsui (2007) by drawing on Wenger's (2000) theory of learning and identity, indicated that EFL teacher identity construction is a complicated process. She explored this process by analysing the narratives of an EFL teacher and the impact of membership, competence and legitimacy of access to teaching on his professional identity formation. Han (2017) conducted his research in socio-psychological framework and explored Korean English teachers' socio-psychological responses to current national curriculum and policies. Grounded in narrative approach, he found that Korean English teachers' professional identity is constituted by seven different sub-identities and their meaning systems not only interact within a self but also with professional environment. Varghese et al. (2005) theorized English language teachers' identity by comparing three theoretical frameworks: social identity theory (Hogg & Abrams, 1988; Tajfel, 1978; Tajfel & Turner, 1979), theory of situated learning (Lave & Wenger, 1991), and Simon's (1995) poststructuralist research on image-text. They concluded that when analysing language teachers' identity in relation to teacher education, then the field of language teacher education can better be conceived by focusing on identity-in-discourse and identity-in-practice, and by juxtaposing different conceptual frameworks indicate some shared similarities on language teacher identity formation. The EFL curriculum can be conceived an important aspect of identity-in-practice in the context of the current study as it aims to explore the way EFL teachers negotiate their professional identities in their efforts in implementing the TESOL curriculum in the current settings. The EFL teachers' narratives provide an opportunity to examine these teachers' identity-in-discourse and highlight their struggle in dealing with curriculum implementation. Prior to discussing the relationship between teachers' professional identity and curriculum implementation, it seems important to discuss how I conceive the important constructs of curriculum and curriculum implementation and present significant debates in these areas.

3.7 Defining and understanding curriculum

Recent evidence suggests that curriculum is a difficult concept to define (Ewing, 2010; Marsh & Willis, 2006) as it carries multitude of meanings so various researchers view it from many different vantage points. The act of perceiving and developing curriculum, according to Finnán & Levin (2000), maintains a set of basic beliefs and premises that includes pertinent questions of what kind of knowledge a school should inculcate; what teaching methodology should be adopted; how student should learn and how they should be assessed; who should teach; how schools should be administered and what role they should play in addressing the social issues. However, these beliefs and assumptions carry certain limitations with them as all countries cannot insinuate uniformity in developing and implementing curriculum. Notably, definitions of curriculum as Stenhouse (1975) argues, do not contribute significantly to solving curriculum problems rather they provide perspectives from which to look at them.

The concept of curriculum has extensively been discussed in educational literature and carries a long history. Regarding this, Goodson (2014) argues that the historical examination of curriculum change reveals a gradual transition away from the definitions of curriculum and more attention is paid on reflections and discussions of issues and content by teachers and scholars. However, the way it is perceived and theorized has evolved over time. Existing definitions of curriculum often reflect authors' own preferred view point of the construct, however, it complicates the issue further when these viewpoints replicate with the concept of curriculum approaches (Ornstein, 1987). Historically, the etymology of word curriculum provides some interesting insights. The word curriculum is derived from Latin word *currere* meaning *a course to be run* or *racecourse* (Hewitt, 2006; Marsh, 2009; Su, 2012; McKernan, 2007) which aptly depicts the condition of modern schools whereby students are busy in competing in a race by jumping over the obstacles and challenges set by the school. In educational context, many researchers have attempted to define the concept and these definitions are widely discussed in the literature (Toombs & Tierney, 1993; Marsh,

2009; Beauchamp, 1982; Su, 2012; Portelli, 1987). Notably, Su (2012) considers the variety and plurality of curriculum definitions as advantage and finds it a contribution in better understanding of different dimensions of the concept. On the contrary, Ornstein (1987) asserts that the variety of curriculum definitions create confusion and becomes a source of trivializing the field as attention is diverted away from major problems and issues for developing and improving curriculum. In this section, a review of some major trends proposed in the literature for defining curriculum will be presented.

To gain an acceptable conception of curriculum, I shall present three sorted lists of curriculum definitions and discuss some of their main features. In this regard, Ornstein (1987) concludes that one needs to be cautious when categorizing authors into pure categories types as these categories may overlap with each other and some scholars may represent more than one definition or viewpoint. After reviewing literature on curriculum definitions, Lunenburg (2011) categorizes curriculum definitions into following types (see figure 3.2):

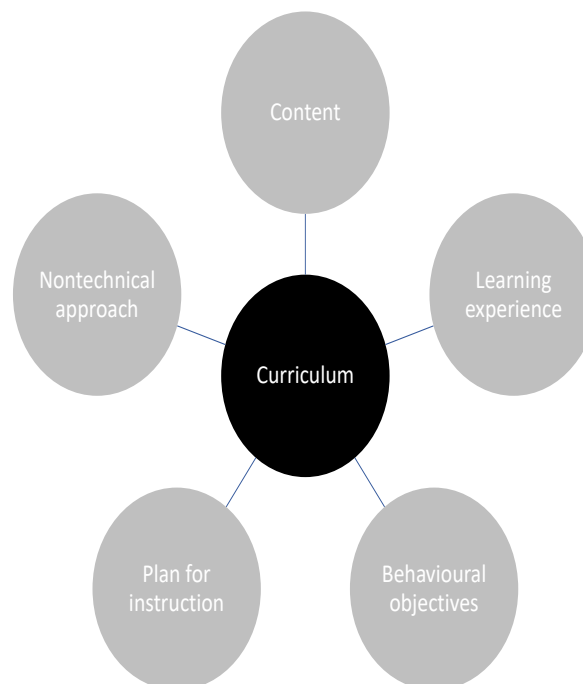


Figure 3.2. Categories of curriculum definitions (Lunenburg, 2011)

Lunenburg (2011) states that most of the curriculum leaders are comfortable with such categorization of curriculum definitions, however, he argues that “curriculum cannot be precisely planned—it evolves as a living organism as opposed to a machine which is precise and orderly” (p. 5). Following Al Houssawi (2016), I will review the literature and discuss curriculum theorists’ conception of curriculum from three main perspectives: curriculum as product, curriculum as praxis and curriculum as process.

3.7.1 Curriculum as product

This perspective of conceiving curriculum is the oldest one and has still extensively influenced the major thought in curriculum. It is mainly based on technical and scientific principals including various components like models, plans, and patterned strategies for designing the curriculum (Ornstein, 1987). The curricular theorists advocating this perspective believe that the main aim of curriculum is to achieve a set of pre-determined objectives by students (Wiles & Bondi, 2014; Ornstein, 1987; Levine, 2002). This perspective is also known by some other names like *logical-positivist*, *conceptual-empiricist*, *experientialist*, *rational-scientific*, and *technocratic* (Kliebard, 1975; Pinar, 1978). Students are evaluated through learning outcomes that are formed in relation to the curriculum goals and objectives therefore, all attention is focused on products or ends that makes curriculum teacher-orientated or administrative-oriented (Ornstein, 1987; Su, 2012). Mainly inspired by the curriculum views of Franklin Bobbitt (1918) and scientific management theories of Frederick Tyler (1950), it primarily aims to confine teaching and learning to specific behaviours with related measurable activities (Ornstein & Hunkins, 2016). Hence, this perspective to curriculum with its reliance on technical means of designing and implementing curriculum will probably continue to influence the field in the future. The curriculum as a product model is extensively employed in the current research context.

However, this curriculum perspective deeply rooted in objectives has been criticised in the educational literature on various grounds. In this regard, Grundy

(1987) argues that such curriculum perspective promotes the notion of power and control at the levels of design and development, and implementation in which the content and orientation of objectives are primarily controlled by the curriculum makers (Apple, 2004) and the pertinent features of teachers' professional identity are often ignored (Su, 2012). Furthermore, these perspectives advocate the concept of efficiency that possibly seem to "exclude other modes of valuing" and they promote the view that scientific techniques "are interest-free and can be applied to 'engineer' nearly any problem one faces" (p. 103). Thus, these perspectives not only present a legitimate and accepted view of the curriculum but also demand for "total agreement on the 'paradigm' to be used in curriculum thought" (p. 111) that is very likely to be scientific metanarrative (Weis, Dimitriadis, & McCarthy, 2013). In brief, McKernan (2007) asserts that such perception of curriculum restricts the human imagination as it confines the range of learning and testing for students.

3.7.2 Curriculum as praxis

This perspective of curriculum is mainly concerned with a desire to emancipate humanity and focuses to eliminate inequality, injustice and exploitation (e.g. (Freire, 1970; Grundy, 1987; Luke, 1988; Apple, 2004). Freire (1970), one of the key critical education theorists, argues that sectarianism in any form is one of the biggest hurdles in emancipation and to liberate oneself from the tyranny of oppressors. Therefore, he suggests, it is pertinent that teachers and students should actively engage in knowledge creation and the construction of their teaching learning experiences. In addition, Grundy (1987) maintains that this emancipatory perspective of curriculum is largely inconsistent with the technical interest and curriculum unlike leading by objectives draws its meaning through the educational experience that is negotiated between teacher and students. Moreover, this negotiated curriculum is materialized from the well-planned critical reflections of the participants of this pedagogical act. Hence, all knowledge is evaluated and critiqued implicitly in curriculum praxis.

Moreover, according to this curriculum perspective, hegemonic operations of ideology affect the curriculum development process (Grundy, 1987). In this regard, Grundy (1987) argues, “Those who have the power to control the curriculum are those who have the power to make sure that their meanings are accepted as worthy of transmission” (p. 116). However, he concludes, when students and teachers resist and challenge this dominance by involving themselves in this meaning-making process then it turns into a political act. In addition, it has been argued that the current global curriculum developments are widely influenced by various ideologies particularly neoliberalism. (Apple, 2004; Al-Daami & Wallace, 2007; Bardsley, 2007; Hamilton & Weiner, 2003). Apple (2004) argues that the knowledge inculcated in schools is generally seen as a commodity and treated as delivery of goods and services in the market, therefore, it is a value-governed process and needs to be problematized and scrutinized. The prescriptive nature of curriculum has widely been criticized by proponents of this perspective. Scott (2014) labels the prescriptive curriculum as “a knowledge forming activity” that in its essence is not neutral and must be scrutinized in depth (p. 14).

3.7.3 Curriculum as process

As a substitute to product-driven objectives model, Stenhouse (1975) proposed a process model for curriculum development. This perspective considers curriculum as a process: I have adopted this perspective for my study because it provides a more comprehensive view of curriculum understanding. Stenhouse (1975) asserts that “...there can be no educational development without teacher development” (p. 83), and contends that curriculum development should focus on refining and improving practices. He further argues, “A form of knowledge has structure, and it involves procedures, concepts and criteria. Content can be selected to exemplify the most important situations in which the criteria hold” (p. 85). To clarify this, McKernan (2007) explains that this perspective is primarily based on the belief that curriculum should neither focus on the nature of subject knowledge, nor on prescriptive behaviour a pupil needs to exhibit, rather it should emphasise on the educational procedure and the essence of growth of that

student. Kelly (2009) elaborates that this perspective centres on the idea that overall aims are not considered as a series of short-term objectives, on the contrary, attention is paid to the detailing of underlying principles presented in those aims that would guide the subsequent practice.

For improving and reforming curriculum, McKernan (2007) proposes that instead of involving external agents and agencies, the practice of critical reflection on the part of members of the school community should play a significant part. He further states that this perspective acknowledges teachers to play the role of an artist instead of becoming a technician, that allows them to have a fair stake in classroom research and evaluation. It also strongly supports the idea that individual teachers should be the actual decision-makers and curriculum development should belong to the local school. However, one major criticism on this curriculum perspective is the nature of processes to be emphasized. Concerning this, Ornstein & Hunkins (2004) maintain that some postmodernists point out that this perspective promotes the scientific method and prefers a fully objective view of reality. Notably, students must understand that the methods of inquiry exist in a world that often they construct themselves (William, 1995). This section has analysed three major perspectives to define and understand curriculum and arguably, in my view, the perspective of curriculum as process provides a more comprehensive picture of curriculum understanding, therefore, I have taken this perceptive for my research. The next part of this chapter will discuss and analyse literature on curriculum change, innovation and reform.

3.8 Curriculum change, innovation and reform

To define 'change', it is pertinent to compare it with its overlapping meaning with word 'innovation'. According to Oxford Dictionary (2017), 'change' means "An act or process through which something becomes different" and 'innovation' is an action or process of making "changes in something established, especially by introducing new methods, ideas, or products". Similarly, the word 'reform' is also defined as an act or process of making "changes in (something, especially an

institution or practice) in order to improve it". These terms have been used interchangeably in the educational literature. Concerning this, Markee (1996) distinguishes 'change' and 'innovation' but suggests using them interchangeably because of their overlapping meanings. Likewise, in educational context, Fullan (2015) refers to reform as a change to different aspects of classroom, schools, districts, universities etc. Hence, introducing a reform or an innovation in any facet of curriculum results into curriculum change. Therefore, for my research, I will use the term 'change', 'reform', and 'innovation' interchangeably and take them to mean the introduction of an idea, policy or decision that is different or new with the intention of improvement in the existing situation.

In the field of curriculum research, change has broader meaning and can also have various dimensions. Print (1993) views change as "the process of transforming phenomena into something different. It has the dimensions of rate (speed), scale (size), degree (thoroughness), continuity (profoundness) and direction" (xvi). As Altrichter (2006) states that new curriculum can be seen as an effort to change teaching and learning practices, that includes reconstruction of some of the beliefs and perceptions that exist in the target context. Nevertheless, when curriculum change is considered, it involves one or more aspects of curriculum that are proposed to be new or different (Everard, Morris, & Wilson, 2004; Markee, 1996). Those who are affected by the change process may consider the innovation as new or not, change managers still perceive it a change. Therefore, Markee (1996) views innovation as "a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters" (p. 46). Notably, change is introduced to bring about new ways of doing things such as introducing better practices or more effective use of resources. Crump and Ryan (2001) note that such policy decisions mostly focus on changes to "resource levels and distribution, curriculum content and structure, assessment regimes and reporting methods" (p. 1). Alternatively, "innovation is a practice to change practices" (Fullan & Stiegelbauer, 1991, p. 9). In brief, curriculum change cannot be considered as a unidimensional process rather it

seems to have multiple dimensions; when change is introduced it may affect more than one element of curriculum within a specific context.

A large and growing body of literature has investigated the curriculum change process in various contexts. For this study, it seems relevant to focus on the research findings related to successful change implementation. In this regard, it is reported that the importance of planning change cannot be ignored, however, there exist unanticipated impediments in this process (Fullan, 1993; 1999; Kotter, 2012). Fullan (2007) identifies three main features that are relevant to new curriculum reform: 1) the introduction of new or teaching materials such as textbooks; 2) the introduction of potential new teaching methodological skills such as new teaching strategies or activities; 3) the possible efforts to transform beliefs such as pedagogical values, expectations, norms and theories deeply rooted in the newly introduced change policies. These three components seem essential for curriculum change to attain specific goals and to achieve desired outcomes. In addition, to expedite acceptance and to ease the process of implementation, it is essential to communicate the need for change to the parties involved (Rea-Dickins & Germaine, 2014). As teachers' existing skills are challenged because of the proposed curriculum change (Markee, 1997; Fullan & Hargreaves, 2014). Young (2002) proposes two views of curriculum change: 'curriculum as fact' and 'curriculum as practice'. The former takes curriculum as absolute truth, externally initiated, undebatable and unchallengeable. The latter, however, considers the collective contribution of the involved a crucial element in understanding difficulties experienced in the implementation process. Concerning this, "teachers' practices are crucial in sustaining or challenging prevailing views of knowledge and curriculum" (p. 27). In this respect, 'curriculum as fact' view has extensively been criticised in the educational literature and it is argued that teachers play a crucial role in successfully implementing the proposed curriculum policies (Becher & Maclure, 1982; Brown & Land, 2005; Barrow, 2015; Lamie, 2005; Markee, 1996; McKernan, 2007; Nation & Macalister, 2009; Troudi & Alwan, 2010). In short, research reveals that factors such as curriculum change model, teaching principles, pedagogical approaches, curriculum support material

and resources, role and approach of curriculum implementers, modes and effectiveness of communication and the participation of teacher in change process play a crucial role in determining the success of any curriculum reform. This section has reviewed the main issues related to curriculum change, innovation and reform and explained how these terms are used in the literature interchangeably. It has also highlighted the significance of teachers' role in successful change implementation. In the next section, I will review literature on major issues related to curriculum implementation.

3.9 Curriculum implementation

Central to the entire discipline of curriculum studies is the concept of curriculum implementation. The past few decades have seen the rapid development of investigating the process of implementing the curriculum related policies at the workplace. Significantly, a considerable research has been conducted to understand the process of curriculum change with the oscillating focus on forces of change to perceived change in teaching practice (Mellegård & Pettersen, 2016). Ornstein and Hunkins (2004) state that curriculum initiates as a plan but it only turns into reality when teachers implement this plan in real teaching/learning environment. Marsh (2009) believes that the importance of careful planning and development cannot be ignored, however, they can only be effective and productive if teachers are fully aware of the outcome and possess the skills to implement the curricular policies in their classrooms. Furthermore, Fullan (2015) argues that reform does not mean to put the latest policy in practice rather it intends to change the culture of classroom, school and society at large. He calls the dilemmas of large-scale reform as too-tight/too-loose problem because top-down and bottom-up change strategies fail due to lack of ownership and commitment. Fullan (1999) and Scott (1999) note that a curriculum—how well-designed it is—must be implemented so it can have any impact on learners. Moreover, the apparent importance of curriculum implementation cannot provide an opportunity to understand the minute details of the process or what makes it problematic. However, Ewing (2010) state that curriculum change and

implementation in the practice can be a challenging yet a rewarding process. The success of this process depends on how people involved in it define, interpret and translate quality teaching, learning and assessment.

3.10 Defining and understanding curriculum implementation

Since 1980s, curriculum implementation has evolved as a major concern in educational literature (Ornstein & Hunkins, 2016). Different researchers have perceived the idea of curriculum implementation differently, however, all attempts to define it primarily leads to the related meaning. For example, the term 'implementation' is defined as the 'actual use' of a curriculum, or the way an innovation becomes a part of practice (Fullan & Pomfret, 1977, p. 336). Curriculum implementation as referred by Ornstein and Hunkins (2016) is mainly a curriculum delivery process aiming to promote students' learning and striving to change educators' knowledge, practices and attitudes. In this regard, Fullan (2015) delineates that implementation is a process of putting an idea, program, or a set of activities into practice that is new to the people endeavouring or expecting to change. He further maintains that the nature of change may vary; it can be externally imposed or voluntarily attempted; defined in detail or incrementally developed; planned to be used uniformly or carefully designed to adapt for users according to their needs. Beauchamp (1982) and Giroux, Penna, and Pinar (1981) define curriculum implementation as simply putting the planned curriculum into practice. In addition, Giroux et al. (1981) consider curriculum implementation a highly complex process as it needs extremely skilful planning and coordination of participants and other components for effective outcomes. While comprehensively reviewing literature on curriculum and instruction implementation, Fullan and Pomfret (1977) view change of practice in five domains: "materials, structure, role/behaviour, knowledge and understanding, and value internalization" (p. 336). To make such changes a part of practice is a complex and time consuming process that demands the application of different types of interventions including availability of the logistics and resources, training

the teachers, providing continuous and personalized support to teachers, and teachers' assessment and evaluation (Hord & Huling-Austin, 1986).

Moreover, Ornstein and Hunkins (1998) describe curriculum implementation as an interactional process between the curriculum implementers and those who are supposed to deliver it. They further explain that successful implementation requires careful planning that depends on three factors: people, programme, and organization. Put it differently, implementation process can be successful, if curriculum materials, teaching practice and organizational structure would change significantly. According to this definition, curriculum development and implementation should be viewed together and change in one of the above-mentioned factors is mandatory for effective implementation. Fullan and Pomfret (1977) argue that the introduction of a new textbook or teaching material without any change in teaching strategies can be viewed as a minor change. They maintain that the real change includes alteration in perceptions and role behaviours. Notably, Everard et al. (2004) point out implementation is not just putting a planned curriculum in practice rather it is a process of negotiation. Alternatively stated, it is pertinent that curriculum planners, administrators, senior managers, teachers and supervisors must have clarity about the objectives, the nature and the actual and potential outcomes of the change. Moreover, it is essential to manage a regular two-way communication between the planners and the executors. More precisely, Pratt (1980) presents the complexity of implementation process by associating it with a voyage starting from identification of students' needs to prospective students' achievement, yet more sound curricula plummet on the banks of implementation than any other stage. Therefore, it seems important to view implementation as a process in itself rather than as a simple expansion of planning and adoption stages.

Sarason (1993) claims two kinds of main understanding important for implementation. The first is an awareness of organizational change and the way curriculum related information adjust in the real-world educational settings. The second is the insight into the association between curricula and the social-

organizational contexts in which the change is to be implemented. Ornstein and Hunkins (2016) assert that successful implementation must appeal to executors logically, emotionally and morally. In fact, Fullan, Hill and Crévola (2006) identify that most teachers are steered to action mainly by moral considerations. In addition, it is also essential to consider to what extent the change has essentially occurred in practice. For successful implementation, it seems important to consider that implementers are assumed to acquire new knowledge, exercise new skills, their input with continuous feedback, technical and emotional support becomes imperative to subside their anxiety and uncertainty particularly at the initial stage of a significant change (Fullan, 1985). Additionally, implementation needs restructuring and replacement (Bishop, 1976). Ornstein and Hunkins (2013) elaborate that it means adapting “personal habits, ways of behaving, program emphases, learning spaces, and existing curricula and schedules” (p. 217). They conclude that the willingness to accept the new curriculum primarily depends on the quality of planning and the accuracy by which the curriculum development steps have been executed. Besides, Corbett and Rossman (1989) point out to three collaborating paths to effective curriculum implementation grounded on cultural, technical and political domains. They believe prior norms and beliefs culturally, faculty workload technically, and organizational structure and other contending demands politically could change the course of implementation process. In brief, successful curriculum implementation as a crucial stage in curriculum field, significantly depends on various factors such as precise curriculum planning, passion to execute the reform policies, provision of new knowledge and resources, efforts for transforming teachers’ pedagogical beliefs, and focus on students’ learning achievements.

3.11 Curriculum implementation: key issues and synthesis of research findings

In his seminal work, Stenhouse (1975) contends that the test of an effective curriculum is whether it can be translated into practice and it is this practical aspect that makes implementation debatably the most complicated and difficult

stage in the reform process (Marsh & Willis, 2006). This is arguably the most crucial point where most of the innovations fail (Fullan & Pomfret, 1977). As Fullan (2001) asserts that an individual skilled in executing an innovation encounters various contrasting factors: “simultaneous simplicity-complexity, looseness-tightness, strong leadership participation (or simultaneous bottom-up/topdownness), fidelity-adaptivity, and evaluation-nonevaluation” (p. 46). He further proposes that effective implementation needs a nuanced understanding of the process, an approach that is not rigid and not requires just following a list of steps to be executed.

3.11.1 Perspectives/strategies in curriculum implementation

Since 1970s, the curriculum implementation strategies have been divided into contrasting perspectives: *fidelity*, *adaptive* and *enactment*, and each has significant support in the literature.

3.11.1.1 The fidelity approach

The *fidelity* of implementation is conventionally defined as the process of establishing how well an innovation is implemented compared to the actual planned curriculum during an efficacy study (Mihalic, 2004; Berman & McLaughlin, 1976; Fullan, 2015). The supporters of *fidelity* perspective believe that for effective teaching/learning process, a uniform and standardized implementation of the curriculum is necessary, however, the followers of the *adaptive* perspective accentuate on the necessity of indigenous change process (Fullan & Pomfret, 1977; Connelly, He, & Phillion, 2008). Grounded in behaviorism and positivism, the *fidelity* perspective perceives the change process in a technological and linear way (Cho, 1998). The proponents of this perspective assume that when a well-designed curriculum is impeccable and demonstrably productive it will be eagerly and entirely endorsed by teachers (Marsh, 2009). House (1979) refers this assumption as the “firm faith in the technological process” (p. 10). Consequently, they suppose that teachers do not possess high level of *curriculum literacy* (Ariav, 1991), the designed curriculum is essentially be highly structured and teachers need to be provided with explicit directions

about teaching it (Marsh, 2009). For instance, when the final decision for implementing a curriculum is made then “programmed implementation procedures [fidelity] are supposed to be followed by all levels of the organization involved” (Berman, 1980, p. 208). Carless (2004) contends that curriculum makers with fidelity perspective neglect teachers’ previous experience and consider them as passive receivers of external wisdom.

3.11.1.2 *The adaptive approach*

The adaptive implementation approach is a “process whereby adjustments in a curriculum are made by curriculum developers and those who use it in the school or classroom context” (Snyder, Bolin, & Zumwalt, 1992, p. 410). In the curriculum implementation literature, this is widely known as “mutual adaptation”, a term conceived by McLaughlin (1976). This perspective ensures negotiations between teachers and external planners for initiating interventions in accordance with the needs of the indigenous curricular contexts that makes it more flexible and adaptive (Shawer, 2010). Coincide with the sensitivity of postpositivism, the adaptive approach endorses the complexity of reform process (Cho, 1998), and allows implementation “policy to be modified and revised according to the unfolding interaction of the policy with its institutional setting” (Berman, 1980). Doyle (1992) stresses that teachers play invincible role in converting curriculum from institutional level to the pedagogical one (experienced/enacted curriculum). Whereas, this interaction is referred by Ben-Peretz and Shulman (1991) and Remillard (1999) as teacher curriculum development that is primarily materialized at two levels. First, curriculum planners describe skills, potential knowledge, key concepts and values and translate them into curriculum materials that is known in the literature as the paper curriculum (Munby, 1990), official curriculum (Pollard & Triggs, 1997), and intended curriculum (Eisner, 1990). Second, teachers negotiate with the planned curriculum and put it in practice that is conceived as curriculum-in-use (Munby, 1990) and enacted curriculum (Doyle, 1992). During this process of curriculum negotiation, teachers interact with students on curriculum materials and create common ground of participation leading teachers to develop enacted curriculum. Thus, teachers use their prior experiences, other

additional curriculum materials and their personal stories to actualize curriculum in their practice (Shkedi, 1998).

3.11.1.3 *The enactment approach*

The enactment approach, Snyder et al. (1992) contend, is a process “jointly created and individually experienced by students and teacher” (p. 428). In this perspective, curriculum-knowledge is not perceived as a product but a continuous outcome of “the enacted experiences [that] students and teacher create” and external input is not perceived as strict policy but is “viewed as a resource for teachers who create curriculum as they engage in the ongoing process of teaching and learning in the classroom” (Snyder et al., 1992, p. 410). Teachers are the creators of the curriculum not just receivers of external knowledge (Shawer, 2010). Their role varies from applying, modifying, and complementing the external input to developing and making curriculum (Clandinin & Connelly, 1992). Grounded in the process model, this perspective provides students an opportunity to explore valuable educational areas appropriate for themselves and the society at large (Shawer, 2010). Moreover, this perspective provides a platform for teachers where their professional development tends to correspond with their curriculum development (Fathy, Shawer, Gilmore, & Banks-Joseph, 2008). The enactment approach affiliates with social constructivism (Wells, 1999) by engaging students in active learning, by involving them in social and progressive construction of cognitive schemas, and by addressing their interests and needs (Terwel, 2005; Piaget, 2013). In addition, it also relates with Vygotsky’s (1978) zone of proximal development by broadening the teachers’ role to probe into “the distance between the [students’] actual developmental level as determined by independent problem-solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers” (p. 86). Hence, by using the curriculum enactment approach, teachers with their prior experiences and expertise could provide students with an opportunity to involve themselves in curriculum development according to their needs and interests.

3.11.2 Teachers' role in curriculum implementation

Research on curriculum implementation suggests that effective implementation of a curriculum reform at the classroom level mainly depends on how teachers understand the objectives of a curriculum policy and whether they find the policy appropriate and applicable (Bantwini, 2010; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Smit, 2005). Considering this, Shihiba (2011) mentions that the way teachers plan their classrooms, their selection of pedagogical strategies and their communication with their students are significantly based on their perceptions and awareness of the curriculum. The process of implementation and classroom learning will significantly be influenced if teachers develop positive perceptions yet narrow understanding (or vice versa) of the curriculum. Therefore, acknowledging teachers' important role in mediating curriculum implementation is crucial as their understanding and beliefs can affect their acceptance and execution of curricular policies in classrooms (Hardman & A-Rahman, 2014). Spillane (1999) in his study highlights the importance of teachers' *zone of enactment* in their implementation of curriculum change and refers it as "space where reform initiatives are encountered by the world of practitioners and 'practice', delineating that zone in which teachers notice, construe, construct and operationalize the instructional ideas advocated by reformers" (p. 144). For effective implementation, he further argues, it is essential that the change policy along with incentives and support must become a part of teachers' *zone of enactment*. Thus, it seems important that for successful implementation teachers' role and participation cannot be ignored; their perception, understanding and internalization of the change policy plays pertinent role in its execution at classroom level.

If a considerate, respectful and cooperative approach to curriculum implementation is initiated, teachers are likely to feel empowered as their agency in the implementation process is acknowledged (McDonald, Barton, Baguley, & Hartwig, 2016). However, research suggests that implementation of a new curriculum in the classroom usually proceed from a top down approach, illustrated through a compulsory expectation from the management (Barton,

Garvis, & Ryan, 2014; Fullan, 2015), and teachers' role is largely confined to implementation stage for achieving the outcome (Ramparsad, 2001). Teachers are not normally engaged in the important stage of curriculum development and evaluation, despite the fact it is asserted that implementation can only be effective if they are (Fang, 2010; Cheng, 1994). Thus, teachers' involvement in all stages of curriculum reform as a full participant is crucial. Drake and Sherin (2006) conclude that teachers give their own spin to the designed curriculum by incorporating their knowledge, experiences, and understanding.

3.12 Teachers' professional identity and curriculum implementation

Professional identity is closely associated with the ways teachers reciprocate to externally-imposed reforms (Day, 2002). However, this association between teachers' professional identity and the way teachers react to change has not been researched extensively (Karousiou, 2013). Han (2017) maintains that the research on teachers' professional identity is fundamental for curriculum reform in which the understanding of the teacher-self as policy executor determines the success or failure of newly-introduced policies. Borg's (2015) research on teachers' cognition and practices provides significant evidence to understand the grounds on which teachers make pedagogic decisions, and this understanding becomes the main factors for success, resistance or failure of curriculum implementation. Therefore, Han (2017) argues that teachers unlike computerized objects cannot be directed to process curriculum realization, policy understanding and implementation in a linear fashion, rather it is essential to understand teachers as social beings and the way socio-psychological procedures impact their professional identities within the domain of ELT curriculum implementation. Despite the fact, schools continue to intensify teachers' work under the influence of these reforms (Apple, 2013) which consequently helps eroding teachers' autonomy and confronts teachers' professional and personal identities (Day, 2002). In the context of reforms, Sachs (2003) perceives two contradictory forms of professional identity. The first type of identity is 'entrepreneurial', which is associated with qualified, efficient and accountable teachers who show

compliance to prescribed policy imperatives with steadily best quality teaching by meeting externally directed performance indicators. The second type of identity is identified as 'activist', which she explains as based on a belief in the necessity of motivating teachers to engage in students' learning and enhancing the possibilities to make it happen. In the activist identity, teachers will mainly focus on creating and meeting standards which provide students with democratic experiences. As a result of externally-imposed reforms, Day (2002) argues, teachers' professional identities are challenged in this age of post-professionalism (Ball, 2003) as teachers in particular succeed by appeasing and conforming with others' interpretations of their work. Consequently, he maintains that ethical-professional identities that were prevalent in schools are being substituted by entrepreneurial identities.

For successful curriculum implementation, it is considered pertinent to address issues related to teachers' professional identity. Han (2017) in his study found that the inactive curriculum implementation is primarily resulted when teachers have significantly different ideas and beliefs about the intended pedagogical changes from the government. In addition, organizational culture helps teachers to form their identities that influence various aspects of organizational and social life (Hoy, 1990). From this view, Saracaloğlu, Yılmaz, Çengel, Çöğmen, Karademir and Kanmaz (2010) found that teachers think that their opinions are ignored by curriculum developers and consequently they find no expectations in practice. Expectations are directly linked with performance and this situation directly effects the quality of the results (Miller & Satchwell, 2006). Thus, it can be argued that if teachers' views and beliefs are not considered on curriculum development process, it can affect their contribution in implementation negatively. Furthermore, Han (2017) asserts that effective communication between policy makers and teachers is essential for reducing the risk of failure in curriculum implementation. Saracaloğlu et al. (2010) found that teachers showed distrust on policy makers as no revision in the policy is made based on their opinions. Therefore, it can be argued that teachers' lack of participation in curriculum

development stage decreases the possibility of successful implementation of reform policies.

Teachers' perception of their professional identity is a key factor in their motivation, commitment, inspiration and self-efficacy (Day, 2002). Many researchers have observed that teachers' identities are shaped from more managerial aspects of teaching (e.g. classroom management, exam results and attending staff meetings) in addition to the interaction between teachers' individual experiences and the socio-cultural and professional context in which they perform their daily tasks (Hargreaves, 2001; Nias, 1996; Sumsion, 2002; Van den Berg, 2002). Power (1994) highlights the negative consequences of adverse external inspection policy culture which complicates and destabilizes teachers' professional selves and decreases their sense of agency in their practice. He states that "excellence can only be motivated, it cannot be coerced" (p. 132). Day (2002) argues that when teachers' feelings are neglected, it affects their thoughts positively or negatively and can have unrecognized influence on teachers' personalities. Therefore, Bracher (2006) contends that identity becomes an important factor in teachers' motivation to learn and crucial for achieving personal well-being. Britzman (1994) suggests, by addressing and understanding the interrelated factors in teacher identity construction and reconstruction, teachers conceivably be empowered to see conflicts in educational change process as learning opportunities. Thus, teacher identity is also perceived as a powerful intermediary akin to teachers' understanding and response to curriculum change (Vulliamy, Kimonen, Nevalainen, & Webb, 1997).

3.12.1 Teacher agency, professional identity and curriculum implementation

The construct of teacher agency appears to influence the process of teacher professional identity construction in multiple ways. In recent years, there has been an increasing amount of literature on acknowledging the importance of teachers' agency and its active contribution in influencing their practice and the professional context for improving the overall standard of education (Biesta,

Priestley & Robinson, 2015; Goodson, 2003; Priestley, 2011). Simply put, agency can be explained as the ability of agents to “critically shape their own responsiveness to problematic situations” or as a temporally formed process of social interaction, embedded in the past (in its habitual aspect), aligned toward the future and performed in the present (Emirbayer & Mische, 1998, p. 971). Broadly speaking, professional agency also refers to the idea that teachers exhibit the power to take measures and influence professional matters, to make decisions and determine choices, and take positions in relation to their profession (Eteläpelto, Vähäsantanen, Hökkä, & Paloniemi, 2013; Ketelaar, Beijaard, Boshuizen, & Den Brok, 2012; Lipponen & Kumpulainen, 2011). The notion of agency has often been debated in three main conceptualizations in the recent literature: agency as a) variable, b) capacity, and c) phenomenon (Priestley, Biesta & Robinson, 2015). The idea of agency as variable is often perceived as an innate ability of an individual to act for achieving the set goals, which contradicts with the notion of being structurally regulated, refutes the social input to the growth of agency. However, some researchers perceive agency as a more complex construct and view it as a capacity or phenomenon. From this perspective, agency is perceived as “the socioculturally mediated capacity to act purposefully and reflectively on [one's] world” (Rogers & Wetzel, 2013, p. 63) . Such perception asserts that agency depends on contextual mediation and focuses on the interaction between an individual and society. However, this view has been criticized on the grounds that it fails to support individuals to identify ways for agentic action (Hitlin & Elder, 2007). The current inquiry makes use of the construct of agency as phenomenon/doing which involves in achieving something and not merely an individual's capacity or possession (Priestley, Edwards, Priestley, & Miller, 2012). The relationship between teacher agency, and professional identity in the context of curriculum change and implementation has been discussed below.

Teacher agency, in relation to identity, has been debated as a crucial aspect of a purposeful individual, central to teachers' construction of their professional selves (Beijaard et al., 2004; Varghese et al., 2005). Put differently, teacher agency is a

key feature of identity construction process as teachers exhibit agency according to their self-defining discourses (Sloan, 2006). Research on teacher identity emphasizes that teacher identity must be viewed according to their agentic choices and professional decisions (Kayi-Aydar, 2015; Sloan, 2006; Vähäsantanen & Eteläpelto, 2009), and it also mediates and determines the application of teacher agency exhibited in their classroom instruction in the context of educational reforms (Toom, Pyhältö, & Rust, 2015). For instance, Lasky (2005) reports that teachers felt vulnerable during a school curriculum change that put more emphasis on teacher accountability which weakens teacher agency and a disconnect between teacher identity and the change process as well. Therefore, the interaction between teacher agency and identity needs to be maintained for successful curriculum implementation. Similarly, Tao and Gao (2017) in their study assert the importance of teacher agency in co-constructing the language teachers' identity in the process of educational reforms. Grounded in a sociocultural development approach, their findings suggest that for studying teacher agency in the reform context, it seems mandatory to situate the change in teachers' professional trajectories to acknowledge their individual differences.

In order to understand the relationship between teacher agency amid educational reform, it is important to discuss this issue from three different perspectives. First, teacher agency can be perceived as teachers' opportunities to affect their own practice (Ketelaar et al., 2012; Priestley et al., 2012; Pyhältö, Pietarinen, & Soini, 2012). This involves in mediating the contents and context of one's practice (including the change policies) and taking decisions on one's own professional matters. In other words, teachers may be considered active participants in the educational process, however, the notion of teachers as active members of the developmental/planning stage has long been debated. Teachers' lack of opportunities to actively participate and influence the change process reduce their sense of agency in their practice which leave little scope for them to be effective in reshaping the educational landscape (Vähäsantanen, 2015). Second, teacher agency includes a teacher's choices and judgements regarding his/her participation in a change process particularly during its implementation stage.

Implementing a change policy is not merely a matter of simply effecting the policies; rather, it encompasses a negotiation process of meaning-making through which a teacher makes sense of his/her professional context, practice, decisions and actions (März & Kelchtermans, 2013). Therefore, in order to understand the complexity and effectiveness of the change implementation, it is crucial to engage teachers in the implementation on at least two levels; a) taking a mental stance/position towards the change (Imants, Wubbels, & Vermunt, 2013), b) participating in the change, by engaging in the practical activities carried out during the enactment (März & Kelchtermans, 2013). The findings of the study conducted by Pyhältö et al. (2012) suggest that teachers' agency can be maintained in proactive measures in with the change policies but teachers' resistance and criticism can also be expected in this process. Hence, it denotes that teacher agency may not always hold positive implications. Third, as discussed earlier, professional agency is closely associated with the formation of professional identity amid curriculum implementation. Professional identity can also be perceived as teachers' collection of work-related memories and perceptions in which they participate as professional actors (Vähäsantanen, 2015). Therefore, a teacher's professional identity includes his/her current professional activities, notions on teaching and students' learning, and future goals (Beijaard et al., 2004; Lasky, 2005; Sutherland et al., 2010). The relationship between professional agency, identity and change emanates from the notion that educational reform often demands the renegotiation of teachers' professional identities, in which teacher agency plays a crucial role in sustaining the former (Day, Kington, Stobart, & Sammons, 2006; Kayi-Aydar, 2015). Hence, it seems pertinent to focus on developing various aspects of professional agency in order to promote the process of professional identity negotiation in the implementation.

3.12.2 Teacher self-efficacy, identity and curriculum implementation

A growing body of literature has been published on the importance of teacher self-efficacy on students' improved learning (Ashton & Webb, 1986; Dembo & Gibson, 1985; Friedman & Kass, 2002). This research has highlighted the

significance of developing schools to promote teachers' self-efficacy for better student learning. In the context of educational reforms, the research emphasized the importance of teacher self-efficacy in not only promoting teaching and learning but also enacting effective change (Woolfolk & Hoy, 1990). Teacher self-efficacy is commonly defined as "the extent to which a teacher believes that she or he can influence students' behaviour and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation" (Friedman & Kass, 2002, p. 675). In the educational literature, the construct of teacher self-efficacy is often discussed in terms of a teacher's perception or sense of his/her own competence and capacity of teaching professionally for developing students' learning, values and conduct (Ashton & Webb, 1986; Guskey & Passaro, 1994; Tschannen-Moran & Hoy, 2001). The current study adopts the teacher self-efficacy view offered by Friedman and Kass (2002) who have included the professional context and social interactions between teachers and other stakeholders within the context in this conceptualization. For studying teacher self-efficacy, Bandura's (1977, 1985, 1994) theoretical framework is often referred in which he argues that human behaviour is shaped by an individual's beliefs related to two types of expectations a) outcome expectations—an individual's assessment that a particular behaviour will lead to certain outcome—and b) efficacy expectations—an individual's confidence that behaviour can be successfully directed to achieve certain outcome. For understanding teacher efficacy, the distinction between these two constructs seems crucial because "individuals can believe that a particular course of action will produce certain outcomes, but if they entertain serious doubts about whether they can perform the necessary activities such information does not influence their behaviour" (Bandura, 1977, p. 193).

A clear evidence has been found between teacher self-efficacy and programme implementation in which the former is closely associated with the success of the latter (Berman & McLaughlin, 1977). Thus, it seems that for effective curriculum implementation, teachers must be provided with opportunities that foster their sense of self-efficacy in their practice. In addition, teachers exhibiting strong

sense of efficacy are more welcoming to new ideas and open to experiment with new teaching techniques for meeting the needs of their students (Berman & McLaughlin, 1977; Guskey, 1988; Stein & Wang, 1988). Following Bandura (1985), Raudenbush, Rowan and Cheong (1992) argue that positive sense of self-efficacy motivates teachers to utilize new teaching strategies and enhances their level of struggle in the time of arduous and uncertain teaching conditions. Thus, teacher self-efficacy has a crucial association with identity. Nias (1989) argues that individuals feel vulnerable when an enacted change seems to affect their self-image, and thereby their personal identity. Therefore, to cope up with such changes they often formulate strategies to keep their self-image intact. Consequently, for maintaining self-esteem or self-efficacy and commitment for teaching, a positive sense of identity with the field, social interactions and professional roles is unavoidable (Day, 2004). In the VITAE study (Day et al. 2006), which focused on teachers' professional identity in relation to teacher effectiveness, reveals that teachers make efforts in balancing their work in three different dimensions a) a personal dimension, b) a professional dimension, and c) a situational dimension and as a result different professional identities develop. The results of the VITAE study indicate that keeping a balance between these dimensions is one of the key factors that contributes to teacher effectiveness. Professional identity also concerns with the way teachers perceive themselves through their interaction with their context (Kelchtermans, 2009). Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2012) argue that this interaction is exhibited in teachers' job satisfaction, professional dedication, self-efficacy, and their motivation level. As stated by Day (2002) these constructs contribute significantly to shaping teachers' professional identity. Hence, it can be concluded that for effective educational reform, it is pertinent to sustain teachers' self-efficacy so that their sense of professional identity can develop positively. Adding to this, teachers' sense of their competence to teach professionally and contribute positively to students' learning can also be affected because of their self-perception and the way they are perceived by others. In other words, teachers' social, linguistic and racial background can also significantly influence not only their self-efficacy but also their professional identity at large. As the

research participants in the current study come from various social, linguistic and racial backgrounds therefore, it seems pertinent to discuss some current debates related to teachers' racial and linguistic background and its relationship with their identity construction in curriculum implementation.

3.12.3 Race, teacher identity and curriculum implementation

A large growing body of literature in the field of TESOL has investigated the differences between a Native English-Speaking Teacher (NEST) and a Non-native English-Speaking Teacher (NNEST). Within this context, NNESTs are greater in number as teachers of English to speakers of other languages (TESOL) globally (Canagarajah, 1999), however, many competent NNESTs struggle to claim and negotiate their identity as legitimized English as a second / foreign language teachers due to the widely-spread *native speaker fallacy* (Phillipson, 1992) which has widened the dichotomy among TESOL professionals (Farrell, 2015; Reis, 2011). According to Farrell (2015) NESTs are those teachers who grew up speaking English as their L1 and brought up in English speaking society. They presumably fluent in the language, seemingly possess an ability to feel its nuances and can conveniently use its idiomatic expressions. On the other hand, NNESTs are perceived to be bilingual or multilingual language teachers, they can speak English as their second language and teach English Language to Speakers of Other Languages (ESOL) in indigenous context or in English speaking countries.

The native speaker fallacy (Phillipson, 1992) is primarily based on the assumption that NESTs are naturally better language teachers than NNESTs (Reis, 2011). This assumption has been confronted by many researchers and several of them have proposed alternatives to this dichotomy (Canagarajah, 1999; Cook, 1999; Kirkpatrick, 2007; Leung, Harris, & Rampton, 1997; Mahboob, 2009). Adding to this, Canagarajah (1999) argues that the construct of non-native speaker has become irrelevant in this postmodern globalized multicultural world in which speakers from various speech communities interact and negotiate meanings in different settings, which eliminates the distinction between native and non-native

speakers. Moreover, the international association of Teachers of English to Speakers of Other Languages (TESOL) published a position statement in which the discriminatory attitude towards NNESTs was highlighted (TESOL, 2006). A numerous studies have confirmed that NNESTs have been discriminated not only during employment but also at the workplace due to their linguistic background (Ali, 2009; Braine, 1999; Holliday, 2005; Holliday & Aboshiha, 2009). It has also been demonstrated that this discrimination can lead to racism where the representation of a *native speaker* teacher is akin to Whiteness (Holliday, 2008; Kubota & Lin, 2006). It has been reported that native speaker (NS) myth promotes NNEST anxiety (Llurda, 2006) which contributes to developing a sense of professional inadequacy that hinders many competent NNESTs in becoming confident TESOL professionals (Reis, 2011). Hence, this sense of professional inadequacy poses a challenge for NNESTs negotiating their identities in the presence of these dichotomic discourses.

It seems pertinent to discuss the way NNESTs attempt to maintain and assert their professional identity as legitimate language teachers. Davies and Harré (1990) draw our attention to the notion of positioning and argue that discourse is rooted in relations to power where people occasionally choose to arrogate certain subject positions deliberately and reject others. However, sometimes they are attributed to specific subject positions which they do not consider worth-claiming. Reis (2011) contends that NNESTs' professional identities are also negotiated in such power relations in which their professional legitimacy abraded to the point that disempowering discourses stay unquestioned. This identity negotiation process also entails the conception of mediational spaces (Golombek & Johnson, 2004) where disempowering discourses can be challenged and professional identities can be legitimized through reflecting critically and researching collaboratively. In addition, NNESTs' professional identities are threatened when their students communicate their feelings of disassociation regarding the eligibility of their teacher's competence to teach English the way they want they need it (Amin, 1997). In such contexts, Amin (1997) argues regardless the sufficient qualification and competence of NNESTs, they become less effective

in promoting their students' language learning. Moreover, several studies have identified that many NNESTs experienced professional and social marginalization not only in the educational settings but also in their social interactions (Casanave & Schecter, 2012; Johnston, 1999). Hence, NNESTs seem to face challenge to their professional identities because of the presence of marginalized and conflicting discourses in their professional contexts where assigned identities pose threat to what they do not want to claim to be in their practice.

3.13 Empirical research on EFL teacher professional identity in curriculum implementation in KSA

This section deals with the studies conducted regarding EFL teachers' professional identity construction during curriculum implementation process within the Gulf context in general and the Saudi context in particular. A comprehensive literature review on this area indicates that there is scarcity of extensive research on EFL teachers' professional identity in curriculum implementation. Alwan (2006) in her study with the aim of understanding English language teachers' perception of curriculum change within the UAE context found that participants equated curriculum with textbooks and other teaching material. Moreover, she reports that teachers' voice lacks in curriculum change process and they show low morale because they perceive their role in this process is marginal, unsatisfactory and passive. She also identifies various factors that negatively influence the English language curriculum implementation process including lack of needs analysis, curriculum evaluation, curricular support and teacher training to handle the change process. Similarly, Al Houssawi (2016) in his exploratory research examines teachers' role in an EFL curriculum at an English Language Institute (ELI) in a public sector university in Saudi Arabia. His findings indicated that EFL teachers had a very limited role in curriculum development process, however, they had an active role during implementation stage. His study recommends EFL teachers' active role in curriculum decision

making process at three stages of curriculum i.e. development, evaluation and implementation.

The research reveals that the contextual factors have significant influence on teachers' professional identity construction process. Hudson (2013) in his study on exploring the impact of contextual factors on the construction of EFL professionals in the UAE context found that participants perceive the context in different, complex, and conflicting ways. He reported that dominant discourse of fear concerning issues of power, gender, money, religion and employment have strong influence on teachers' perception of their profession. In addition, MacLeod (2013) explores lives of eight 'Western' English teachers working in institutes of higher learning in the UAE. His study findings revealed that teachers struggled with different conflicting professional identities and this struggle resulted into perception of alienation for teachers towards the institution they are working in. Moreover, he observed that participants show clear inclination for accepting discourse of neoliberalism including commercialization/globalization which impact teachers' professional identities significantly.

There is limited research that investigates the relationship between how EFL teachers construct their professional identities in curriculum implementation in the Saudi context. This research aims to fill this gap.

3.14 Chapter summary

In the course of this literature review, I examined the debates related to defining and understanding teachers' professional identity prevalent in the literature. Additionally, I surveyed the literature on the way teachers construct and reconstruct their professional identities during their negotiations with the various aspects of professional practices. Multiple studies were reviewed to analyse the way teachers form and reform their professional identities in the field of TESOL. Moreover, the literature on defining and understanding the complex construct of curriculum was examined and problematized. During this process, the notion of

curriculum was analysed from various perspectives and attention was paid to explore this notion in the context of educational change and reform. It was pertinent to investigate the role of teachers in curriculum implementation and the way their professional identities are shaped and reshaped during this process as it was the focus of this research. In the last section of this chapter, I examined various studies conducted related to construction of EFL teachers' professional identity within the Saudi context, and the Gulf region at large.

CHAPTER 4 RESEARCH METHODOLOGY

4.1 Introduction

The purpose of this chapter is to provide a rationale for the decisions made about the methodological and procedural steps undertaken for conducting the present study. This includes a detailed description of theoretical perspective, methodology and methods of data collection and analysis and their aptness for the study. This study aims to explore how EFL teachers construct their professional identities in the context of curriculum implementation. The main research question and sub-questions are:

- How do EFL teachers construct their professional identities in dealing with curriculum implementation policies?
 - a) What tensions and challenges do EFL teachers negotiate during their efforts in the context of curriculum implementing?
 - b) How do contextual factors shape EFL teachers' professional identities during their engagement with curriculum implementation policies?

The study was conducted as a narrative inquiry, in which narrative was considered both phenomenon under investigation and method of inquiry (Connelly & Clandinin, 2006). This chapter also includes the discussion on narrative inquiry, the issues related to rigour in research, ethics and my position in the study as a researcher.

4.2 Research methodology: Narrative Inquiry

In this section, a comprehensive discussion on the nature and application of narrative inquiry is presented. This section deals with the definition of the narrative inquiry used in this research, narrative as phenomenon and method, philosophical underpinnings of the methodology, current tensions surrounding narrative inquiry, pros and cons of employing this methodology and the relationship between teacher professional identity and narrative inquiry.

4.2.1 Narrative Inquiry: An Overview

In recent years, there has been an increasing interest in employing narrative as a research methodology (Barkhuizen, Benson, & Chik, 2013; Holley & Colyar, 2009; Webster & Mertova, 2007) and the field of narrative research is still flourishing and evolving (Chase, 2012). Narrative as a method of inquiry becomes popular based on the notion that individuals are narrators “who experience the world” and communicate with others through storied lives (Holley & Colyar, 2009, p.680). Being set in stories of human experience, narrative inquiry has widely been used in vast range of disciplines including philosophy, education, psychology and many more (Webster & Mertova, 2007). Narrative inquiry is primarily based on the assumption that individuals spend storied lives and researching their life experiences provide a researcher an opportunity for its reconstruction, hence pave new ways for living (Clandinin & Connelly, 2000; Connelly & Clandinin, 1990). To highlight the significance of everyday experience in research, Clandinin and Rosiek (2007) argue that everyday experience engrosses everyday reality in which all of us are constantly inundated and should be the beginning and the end of narrative inquiry. They urge researchers to explore people’s stories of daily experiences “with an eye to identifying new possibilities within that experience” (p. 55). Chase (2012) advocates Clandinin and Rosiek’s (2007) idea and concludes that the goal of narrative inquiry is to work in collaboration with the research participants to enhance the quality of their daily experiences.

4.2.2 Defining narrative inquiry

Etymologically speaking, Kim (2016) notes, the word *narrative* originates from Latin *narrat-* which means “related”, “told”, *narrare* (“to tell”), or *narrativus* meaning “telling a story” which are synonymous to Latin *gnarus* (“knowing”). Therefore, McQuillan (2000) observes that narrative is a kind of knowledge that encompasses two aspects of narrative telling and knowing. Methodologically, this approach is strongly grounded in modern qualitative research (Norton & Toohey, 2011) and is consistent with purpose of the current research as identity is perceived as a narrative about oneself in which “I” is not only an “author” but also the “actor or character” of the story (Akkerman & Meijer, 2011, p. 313). Riessman (2008) asserts that narrative is the back bone in construction of identity. Through narratives, individuals make sense of their experiences and communicate their knowledge into telling which is the core of social interaction (Heikkinen, 2002). Connelly and Clandinin (1999) observe that teachers’ professional identities are exemplified through stories to live by.

For exploring the complexities of narrative inquiry as research methodology, first I intend to look for a suitable definition of narrative inquiry for the current study. Narrative research or narrative inquiry has many forms, employs various analytic practices, and is grounded in diverse social and humanities fields (Daiute & Lightfoot, 2004). Chase (2012) defines narrative inquiry as a process of meaning making by shaping or organizing experience. I work with the following understanding of narrative inquiry:

People shape their daily lives by stories of who they and others are and as they interpret their past in terms of these stories. Story, in the current idiom, is a portal through which a person enters the world and by which their experience of the world is interpreted and made personally meaningful. Narrative inquiry, the study of experience as story, then, is first and foremost a way of thinking about experience. Narrative inquiry as a methodology entails a view of the phenomenon. To use narrative inquiry methodology is to adopt a particular view of experience as phenomenon under study. (Connelly & Clandinin, 2006, p. 477)

Clandinin, Murphy, Huber and Orr (2009) clarify that according to this definition the narrative inquirers take “experience as a storied phenomenon. Lives are composed, recomposed, told, retold and lived out in storied ways on storied landscapes” (p. 82). Therefore, they claim that narrative inquiry is a relational inquiry for them and the relationship between narrative as a phenomenon and narrative as a research method is of primary importance in their work. Clandinin (2013) affirms that the perspective of narrative inquiry provided in this definition is primarily inspired from the Deweyan view of experience that alludes to the representation of the individual living in the society. Furthermore, this view of narrative inquiry as a research methodology enacts most of notions of Deweyan theory of research. Clandinin, Cave, & Berendonk (2017) imply that this particular understanding of narrative inquiry is based on Dewey’s two criteria of experience i.e. a) interaction and b) continuity executed in situations, which provide a ground for narrative conception of experience in the shape of three-dimensional narrative inquiry space including temporality, place and sociality. They further explain that temporality deals with the past, present and future of people’ experiences. Place considers specific characteristics of where inquiry and experience occur. Sociality denotes to the internal and external desires, artistic taste, moral decisions, and the existential conditions of an individual.

4.2.3 Narrative as a research method

When taken narrative as a method, it primarily concerns with the experiences shared in lived and narrated stories of people. Clandinin (2013) emphasizes the importance of considering the context in which the narrative is situated, connoting “the focus of narrative inquiry is not only valorizing individuals’ experience but is also an exploration of the social, cultural, familial, linguistic, and institutional narratives within which individuals experiences were, and are, constituted, shaped, expressed and enacted” (p. 18). Narrative inquiry as a research method is defined by Czarniawska (2004) as a particular type of qualitative design where “narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected” (p. 17). As a research method, narrative inquiry generally exhibits a specific set of features

that make it different from other research methods. Creswell and Poth (2017) indicate that narrative researchers, in majority of cases, collect stories from participants about their lived experiences. These stories may originate as told by the participants or may be co-constructed between the listener and narrator and may intend to communicate a message or point-of-view (Riessman, 2008). Narrative stories predominantly comprise of narratives of individual experiences that may reflect the identities of participants and their self-reflection. Temporality is an important feature of narrative stories which can include explanation of the physical, psychological and social situations. Narrative data is collected through many different ways, such as through interviews, observations, documents, pictures, and other qualitative data collection sources (Creswell & Poth, 2017). Narrative stories are analysed by employing variety of ways for instance, thematically, structurally, dialogically, or utilizing visual analysis of images (Riessman, 2008). Other ways of analysing stories include looking into values, significance, plot, or character features and time (Daiute, 2014).

4.2.4 Philosophical underpinnings in narrative research

The ontological position of narrative research has been debated quite extensively in literature and is considered a “contested domain” (Lieblich, Tuval-Mashiach, & Zilber, 1998, p. 8). Riessman and Speedy (2006) note that “narrative inquiry in the human sciences is a 20th-century development, the field has ‘realist,’ ‘modernist,’ ‘post-modern,’ and ‘constructionist’ strands, and scholars disagree on origins and precise definition” (p. 428). A similar divergence is mentioned by Smith and Sparkes (2006) and they maintain that some scholars position narrative research in (neo)realism and some problematize this take and associate it with relativism. Likewise, Sconiers and Rosiek (2000) refer to tensions within the field among phenomenological, post-modern, and performative positions in research inquiry. Bell (2002) contends that narrative inquiry draws on the epistemological supposition that individuals make sense of everyday random experiences by imposing story structures. Smith and Sparkes (2006) explain that (neo)realism is based on the notion that reality exists externally, independent of us, that can be perceived and made sense of. In addition, knowledge is socially

constructed and imperfect and there are various ways available to explore it. Drawing on (neo)realism, McAdams (1993) argues that our identity is our hidden story and its content is already available, that is “Even before we consciously know what a story is, we are gathering material for the self-defining story we will someday compose” (p 13). Therefore, he contends that for knowing our identity, it is pertinent to uncover this unconscious story and make it explicit. This is only possible when we share our stories with other people. Mishler (2004) problematizes (neo)realist perspective due to its dual commitment not only to ontological realism but also to a constructivist epistemology. He argues that contrary to the realist perspective, we also assume that human experiences and events are available to us already structured into storied forms. Additionally, he contends that the situation complicates further when researchers restory their second-order representations of these narratives in their analyses, and what more “different researchers may disagree about what their findings mean and tell us different stories about what they claim are the same events” (p. 102).

Ontologically, narrative inquiry is transactional in nature in which the researcher, during the research process, establishes a new relation between the participant and the social environment and by doing so he or she creates a new perspective (Clandinin & Rosiek, 2007). Epistemologically, a narrative inquirer is fully aware of his or her relationship with the participant(s) and this relationship is closely associated with the researchers’ inquiry (Clandinin & Connelly, 2000). As Dewey (1998) affirms that “discernment of relationships is the genuinely intellectual matter; hence the educative matter” (p. 86). Consequently, knowledge is created through reconstruction of lived experience in the form of a different representation (Clandinin & Rosiek, 2007). Thus, a narrative researcher remains involved in continuously redeveloping the inquiry by reflecting on his or her life, the research participants’ lives, and the social environment to uncover the multiple meanings of the experience (Clandinin & Connelly, 1994; Clandinin, Pushor, & Orr, 2007; Clandinin & Murphy, 2009). To elaborate further, Caine et al. (2017) state that the Deweyan-inspired perspective of experience has some epistemological implications. They argue that the purpose of regulative ideal for investigation is

not to offer faithful representations of truth without involving the knower, rather it aims to create a new relation between an individual and his or her environment. As Denzin (2000) asserts “Narratives do not establish the truth of ... such events, nor does narrative reflect the truth of experience. Narratives create the very events they reflect upon. In this sense, narratives are reflections on—not of—the world as it is known” (p. xii-xiii). Therefore, according to this pragmatic perspective of knowledge, an inquirer’s representations are generated through experience and must be validated through that experience (Clandinin & Rosiek, 2007). Following Clandinin and Rosiek (2007), the current study is also grounded in the pragmatic theoretical framework of narrative research. The following section will discuss the current debates and tensions within the field of narrative inquiry.

4.2.5 Current tensions in narrative inquiry

In recent years, an enormous wealth of research has been produced within the field of narrative inquiry. This section deals with some of the tensions narrative research face and provides a brief overview of the current debates within the field. Dowling and Garrett (2016) argue that tensions within narrative inquiry emerge due to the way individual scholars perceive narrative. They conceptualize it as a set of data collected from participants, a method of inquiry, a lens to understand the social world, or all of these features. Gergen and Gergen (2011) accentuate the tensions emerging from conflicting views of origin of narrative and argue that the conflict between the scholars advocating experience as a central feature of narrative and those supporting narrative as a text have both far reaching consequences in research and everyday life. In the following sections, some major tensions in narrative inquiry are briefly discussed.

4.2.5.1 Relationship between researcher and participants

Within this context, one of the fundamental tensions emerged in the field is related to the relationships develop between the researchers and their participants. Clandinin and Murphy (2009) state that narrative inquiry is a relational research in which the primary focus of a researcher remains on the experience of the

participants and the field texts or narrative data are the main sources of this experience. Clandinin and Connelly (2000) prefer to use the term field texts because “they are created, neither found nor discovered, by participants and researchers in order to represent aspects of field experience” (p. 92) and emphasize that within the tensions of researching in the field and writing up the field texts, narrative researchers “must become fully involved, must “fall in love” with their participants, yet they must also step back and see their own stories in the inquiry, the stories of the participants, as well as the larger landscapes on which they all live” (p. 81). Clandinin and Murphy (2009) consider this back and forth movement full of relational tensions. They argue that while composing the field texts, it is pertinent for narrative inquirers to converse with their participants and themselves to meet the relational responsibilities of highlighting their mutually constructed experiences.

4.2.5.2 Interpretation process in narrative inquiry

The second major tension in narrative inquiry is concerned with the interpretation process employed by the researchers. Chase (2005) contends that interpretation process in narrative inquiry begins when narrative researchers interpret participants’ voices and stories that extends their narrator-listener relationship. Riessman (2008) states that this prioritizing the participants’ voices in interpretation process distinguishes narrative inquiry from other theme-oriented methods of analysis. However, it is also pertinent to know that all qualitative research is required to be evaluated in terms of validity (Hammersley, 2008). Still, the issues of validity are dealt with in a particular way in narrative research. Polkinghorne (2007) mentions the inquirer’s primary objective is not to find out the accuracy of narrator’s accounts of his or her experiences, but to grasp the meaning people associate with those experiences. In the context of validity of stories of lived experiences, Riessman (2008) argues that stories that “diverge from established ‘truth’ can sometimes be the most interesting, indicating silenced voices and subjugated knowledge” (p. 186). Hence, it seems pertinent, as Riessman (2008) concludes, that narrative researchers need to provide careful evidence for their assertions, alternative interpretations for their claims,

and detailed accounts of procedures undertaken for collecting and analysing data. In brief, it seems pertinent that a narrative researcher should ensure that the interpretation process fulfil the set requirements of established data interpretation criteria.

4.2.5.3 Narratives and language

Another major tension in narrative research is related to the use of language in narratives. With respect to origin of narrative and its relation with language, Gergen and Gergen (2011) point out that the conflict between psychological or social orientation to language is pertinent in defining the nature of narrative and the inquiry based on these narratives. The psychological perspective to language view that “language is primarily an outcome of processes internal to the individual” therefore, “Psychological process precedes the social expression” (p. 375). However, they note that scholars advocating the social orientation to language believe that narratives are the production of social interaction. This tension is associated with the longstanding debates resonate in the arenas of philosophy of epistemology in which considering mind as the origin of all actions leaves a huge gap in understanding the immense cultural and historical knowledge and it promotes “an ideology of individualism”, viewing otherwise compromises the processes of internalization (p. 376). This longstanding debate highlights the importance of language in construction and interpretation of narratives. It can be argued that a narrative researcher needs to be sensitive towards both dimensions of language perspectives not only during the data collection stage but also during data analysis stage. Therefore, narrative researchers are advised to keep a record of significant language use by the participants during the research process as it can provide rich insights in the meaning making process.

4.2.5.4 Complexity of human life and narrative

Another tension that is prevalent in the field of narrative inquiry is related to confining the complexities of human life into simple and straightforward logical narrative. Hendry (2007) argues that the complexities of human life can only be

partially understood through their representations. These representations are the product of correspondence between lived experiences and their written descriptions. However, life history research in particular insists on confining the chaos of human life into one-dimensional, internally consistent and ordered narrative (Wolcott, 2002). So, Hendry (2007) maintains that “if we cannot represent a life why do we persist in this pursuit? Ultimately, I think it has to do with our need for the illusion of control and our inability to live with total uncertainty about what constitutes lived experience” (p. 491). By raising this question, he problematizes the representation of human lived experience into atomistic form in which a narrative inquirer dissects a “lived experience by looking at parts to see the whole” (p. 491). Gergen and Gergen (2011) advances this argument and argue that traditional psychological study of person endorses the existence of “integrated core of being” and people understand themselves through a coherent story they possess about themselves (p. 377). Hence, narrative inquiry can be used an effective method of research to explore the participants’ experiences in their professional lives. After discussing the major tensions in narrative inquiry, the following section will deal with pros and cons of employing narrative inquiry as research methodology.

4.2.6 Pros and cons of using narrative inquiry

This section discusses the major pros and cons of using narrative inquiry as a research method by critiquing on its use in the educational literature. The prominent feature of analysis executed in narrative inquiry is to recognize that individuals make sense of their lives in the light of the narratives they share, and these narratives are continuously restructured according to the new events and they do not occur in isolation rather are the products of personal, social and professional experiences (Bell, 2002; Webster & Mertova, 2007). Moreover, narratives provide detailed records of our individual consciousness throughout various periods of human life and are represented in literature (McEwan & Egan, 1995). Consequently, according to Dewey (1998) narratives lead us a way to human consciousness and then can be a powerful instrument in examining the complexities of human life in various settings where learning occurs. Bell (2002)

states that narrative inquiry deals with people's consciously narrated stories that can be fictionalized but these stories "provide a window into people's beliefs and experiences" (p. 209). Narratives provide a researcher a holistic picture of lived experience with all its complexities, therefore, can be used as rich tools of social control (Mumby, 1993), facilitate teaching process (Egan, 1989), and provide marginalized groups an opportunity to contribute to knowledge construction (Canagarajah, 1996). Further, Webster and Mertova (2007) indicate that use of narrative as a method may enhance our understanding of educational practices and help us in creating more appropriate pedagogical tools and techniques.

Furthermore, Barkhuizen and Benson (2008) view narrating stories as a reflective practice in which teachers become more aware of themselves, and thus develop better understanding of themselves and their profession. Moreover, the personal narratives of TESOL practitioners of colour (Curtis & Romney, 2006) or socio-political issues related to language, culture and identity (Nunan & Choi, 2010) can pinpoint important issues that need immediate consideration and action. In this regard, Johnson and Golombek (2002) observe that when teachers narrate their classroom dilemmas, their experiences express variety of emotions. Teachers' reflections on these emotional tensions provide them with an opportunity to recognize these critical instances of cognitive dissonance which can lead them to rationalize how their emotions, pedagogical beliefs and practices can influence their learners' educational experiences. One of the advantages of using narrative inquiry, Nelson (2011) contends, is that it emphasises said as well as unsaid, known as well as unknown: the limitations of knowledge, the inabilities of knowing. Phillion (2006) elaborates this tension in his notion of "narrative multiculturalism" which entails "purposefully making oneself vulnerable to not knowing; it is about surprise, bewilderment, and dilemmas, and learning with and from them" (p. 23). Thus, narrative can provide a researcher with an opportunity to explore participants' unique and insightful perceptions, beliefs and notions regarding their personal and professional lives through their lived stories.

Using narrative inquiry as a research method is not free from criticism. Bamberg (2011) contends that the link between narrative and life needs a specific “retrospectiveness” that only honours “life as reflected” and dishonours “life as lived” (p. 14). Sartwell (2012) questions the notion that life has a clear motive and meaningfulness as it is attributed by narrative theorists, and the idea that narratives possess obvious coherence and definite quality as it is assumed by narrative inquirers. He claims that narrative primarily not only turns a narrator into normalized machine but also depletes and blocks the narrator from enjoying the everyday pleasure and joy. In addition, narrative researchers in educational context have been questioned on providing the reader with details whether a character depicts an actual person or a composite, or whether the discourse used by the character has been semi-fictionalized, modified, or presented literally. Holley and Colyar (2009) argue that narrative research texts are fictionalized due to the active construction of different semantical components. Coulter and Smith (2009) consolidate this argument by arguing that “when the data conflict with the evolving story, or when there are contradictions, the researcher changes the configuration of the story” (p. 587). Moreover, As Coulter and Smith (2009) perceive “Narratives rely on cultural expectations of readers about what constitutes a story” (p. 579). In other words, the way readers interpret a narrative is largely depends on how they conceive it within their cultural context.

The current research aims to explore EFL teachers’ professional identity process in the context of curriculum implementation which focuses on how an individual teacher makes sense of their personal, social and professional experiences, provides a research an opportunity to glimpse human consciousness to enhance our understanding of complexities of human life, and prepare teachers to develop better understanding of their profession through self-reflection shared through their narratives. It is argued that there are plenty of reasons to justify the selection of narrative inquiry as an appropriate methodology of this study. After discussing the major pros and cons and the main reasons for employing this approach for the current study, the following section will discuss in detail how the current study

aims to explore teachers' professional identity by employing narrative inquiry as research methodology.

4.2.7 Teacher professional identity, narrative inquiry and the current study

This section discusses the relationship between teacher professional identity and narrative inquiry as research methodology, and the basis on which the research questions of the current study are developed. This section also provides rationale for grounding this study in narrative inquiry and justifies the suitability of narrative inquiry for addressing the research questions. In the educational context, narrative inquiry has widely and effectively been used to investigate teachers' professional lives (Bathmaker & Harnett, 2010; Clandinin & Connelly, 2000; Goodson & Sikes, 2001; Webster & Mertova, 2007). Narrative inquiry closely relates to the field of TESOL because it contributes significantly to understanding "the inner mental worlds of language teachers and learners and the nature of language teaching and learning as social and educational activity" (Barkhuizen et al., 2013).

Following Connelly and Clandinin's (2006) understanding of narrative inquiry, this research employs this methodology due to the various reasons. During my professional career, I gradually developed an understanding that language teachers' stories, which are shaped not only inside the professional context but also develop in the outer social interactions, constitute a major segment in understanding teachers' pedagogical and social beliefs that form their identities. In addition, Elliott (2005) argues that thinking and dialogue involved in identity construction is descriptive as well as selective. It is due to the fact that telling a life story always entails a selection of notable and meaningful experiences (Ricoeur, 1995). In other words, there exists a dual relationship between identity and experience, in which teachers not only attempt to understand themselves with the help of their narratives but they also take advantage of their narratives as tools to make sense of their professional and social environment. Clandinin and Connelly (2000) indicate that the narrative approach demand moving

“backward and forward” on a time scale and “inward and outward” amid personal and social positions (p. 54).

Over the last four decades, there has been a dramatic increase in using narrative inquiry for exploring issues related to identity in social sciences and a growing number of researchers have suggested that we exist in story-shaped world (Bruner, 1986; Polkinghorne, 1988; Sarbin, 1986; Somers, 1994; Taylor, 1992). Smith and Sparkes (2008) observe that this ontological perspective highlights that “our lives are storied, and identity is narratively constructed” (p. 5). For instance, it can be said that personal stories are not only the means to tell someone about one’s life; rather they are the sources by which identities are constructed (Rosenwald & Ochberg, 1992). Further, Atkins (2004) opines that human understanding capitalizes on a narrative form, therefore individuals as “self-understanding beings” possess narrative identities which are shaped by textual features of narratives (p. 341). Smith and Sparkes (2008) contend that from psychological perspective, identity is shaped not only at psychological level, but it is also constructed by the effect of social settings and relations. However, despite understanding that life narratives are shaped through social collaboration and socio-cultural elements colour an individual’s concepts of self or identity, the individuals and their internal worlds are prioritized over the social. Likewise, the current study also intends to explore the construction of EFL teachers’ professional identity in the context of curriculum implementation. For this purpose, narrative inquiry as research methodology is being used to investigate how EFL teachers negotiate with various contextual factors and shape their professional identities. The current study will employ EFL teachers’ narratives to dig deep into their professional selves to highlight various tensions they go through during this identity construction process. The process of digging deep into EFL teachers’ identities can be phenomenologically or humanistically influenced, Smith and Sparkes (2008) maintain that the centrality of experience remains the centre of attention, and an individual’s interiority, their selves as decision makers, their reflective narratives which include most of their pertinent lived experiences are deeply respected. Hence, Crossley (2003) emphasizes that

importance of exploring the crucially personal and 'real' features of selves and identities, and understanding identities as internalized life narratives that thrive over time and shaped through self-reflection. As the current study aims to understand the process through which EFL teachers shape their professional identities during their negotiation with the contextual factors in particular curriculum implementation, it is assumed that professional identity can aptly be explored through narrative inquiry. Riessman (2008) conceives that research participants involve themselves in the practice of sharing their life narrative because the very act of narrating is grounded in social interaction and through these narratives narrative analysts can get an opportunity to look into participants' inner worlds. Most importantly, she emphasizes, individuals' construct identities through narrative-sharing of their lived experiences. Yuval-Davis (2006) argues that "Identities are narratives, stories people tell themselves and others about who they are (and who they are not)." However, identity is dynamic "always producing itself through the combined processes of being and becoming, belonging and longing to belong. This duality is often reflected in narratives of identity" (p. 202). This duality will also be central in exploring EFL teachers' professional identity when they deal with various internal and external tensions related to curriculum implementation.

In addition, Crossley (2000) emphasizes that people explore themselves through language, by telling and writing stories "and it is through these processes that individuals are constantly engaged in the process of creating themselves" (p. 10). The current research also focuses on exploring how EFL teachers engage themselves in the process of creating themselves and their professional identities through sharing their lived experiences in the context of curriculum implementation. With reference to narrative perspective of identity, Clandinin et al. (2017) argue that professional identities are shaped within professional landscapes and formed by personal life narratives, through time and in various settings, contexts and relationships. In the context of narrative understanding of experience, Clandinin (2013) claims, identity construction is a narrative act and to study this phenomenon narrative inquiry is a befitting methodology because it

focuses on the living of storied lives which are essentially narrative in nature. Therefore, within this understanding of identity and narrative inquiry, it is essential to move from thinking about stories to thinking with stories to better grasp the inner tensions of individuals that shape their identities. Following Clandinin et al. (2006), the current study also conceives teachers' professional identity as narratively understood lived experiences of EFL teachers working in narrative landscapes as a unique representation of individual teacher's stories to live by, stories coloured by knowledge covering crucial events from past and present that teachers experience during their personal professional lives. Hence, the current study intends to explore this ongoing, fluid and dynamic process of EFL teachers' professional identity by employing narrative inquiry as research methodology and highlight new insights in this process when EFL teachers are negotiating with tensions they experience in implementing EFL curriculum within their professional landscapes.

4.3 Research setting and participants in the narrative inquiry

4.3.1 The research setting

The research study was conducted at a university of a cosmopolitan city of Saudi Arabia. It is primarily concerned with the professional identity construction process of EFL teachers teaching at an English Language Institute (ELI). The teachers mainly teach EFL to the Saudi students who are enrolled in Preparatory Year Program (PYP) and study English as a foreign language for four modules (one year). A detailed description of the currently used textbook is already provided in chapter 2. As a result of recent changes in EFL curriculum, a new textbook was introduced, and this study focused on the influence of curriculum implementation on EFL teachers' professional identity construction process.

4.3.2 The participants and the sampling rationale

This section includes the discussion on the choice and rationale of the research participants. My intention when conducting this study was to contact five male EFL teachers who have at least five years of teaching experience and had the opportunity of teaching the old and the new curricula at the institute. The sample

was restricted by gender due to the cultural context (details are provided in the limitations of study). The rationale for selecting participants of this profile was that they provided richer accounts of how the newly adopted curriculum had influenced their professional identities. In choosing my participants, I used a relatively constrained purposive sampling which needed to access people with advanced knowledge who had in-depth understanding about particular issues. However, in this situation, seeking a random sampling might be of little benefit as the participants might be ignorant of the issue under study and were unable to provide the researcher with relevant information on the matters of interest (Cohen, Manion, & Morrison, 2011). Nonetheless, a purposive sampling was pertinent to get richer data for exploring the construction of EFL teachers' professional identity in the context of curriculum implementation. I understand that the purposive sample may not be representative, and their views may be not generalizable but the main reason in choosing such sampling was to attain in-depth knowledge from those who were in position to provide it. The biographical details of the participants can be seen in table (4.1). Pseudonyms were used for the participants in the whole research process.

No.	Participant's name	Nationality	Qualification	Total years of experience	Years in the research context	Year of birth
1	Alan Jameson	American	M.A. (Education)	9	5	1977
2	MoSalah	Egyptian	PhD (Applied Linguistics)	8	5	1983
3	Mohsin	Pakistani	M.A (English)	12	8	1983
4	Shahriar	Canadian	M.A. (TESOL)	12	7	1973
5	Zain	Pakistani	M.A. (English)	19	11	1971

Table 4.1. Participants' profile

4.4 Data collection and data analysis procedure

As mentioned earlier, the main purpose of this study is to explore EFL teachers' professional identity construction process in curriculum implementation. Therefore, it is pertinent that data collection and data analysis procedures should commensurate with my research questions and the methodology could justifiably explore the intricate nature of EFL teachers' professional identity process in dealing with curriculum implementation policies. As indicated in the previous section, the purposive sampling of five teachers with five years of teaching experience in the current context was included in this study so they could provide richer accounts of the impact of curriculum implementation policies on their professional identities.

4.4.1 Gaining Access

Prior initiating data collection, I contacted the academic lead manager for getting information regarding gaining access to participants. For this I was directed to contact the Head of Research Unit who informed me to formally apply for ethical approval to collect data from participants. After the approval of my application, I contacted the potential research participants by meeting them in their offices. Initially, I met eight participants and three out of eight teachers apologised to participate in this research project due to some personal and professional reasons. I discussed and explained the research purpose, various interviewing steps and ethical considerations with the five participants individually. I devised the interview schedules according to the participants' convenience of time and place.

4.4.2 Questionnaire

A questionnaire was used to collect personal factual information. This questionnaire contained a description of the study aim and a participant's personal information section including age group, qualification and professional teaching experience (Appendix A).

4.4.3 Narrative interviews

For collecting data for the current study, narrative interviews were used as a common tool as they could provide a researcher with an opportunity to get insights of the participants' perceptions, beliefs and experiences (Punch, 2013). As Kvale and Brinkmann (2008) contend that "[t]he qualitative research interview attempts to understand the world from the subjects' points of view, to unfold the meaning of their experiences, to uncover their lived world prior to scientific explanations" (p. 1). Therefore, to understand the world from participants' point of view, I employed narrative interviews to make sense of their experiences and to explore the process of their professional identity construction in their efforts in curriculum implementation.

Deriving from the works of Mattingly (2000), Creswell and Poth (2017), Daiute (2014) and Kim (2016) I prepared a detailed narrative interview guide with specific themes (Appendix B). The first interview intended to get insights into the participants' personal life, educational journey and past experiences. The second interview focused on the impact of the contextual factors on the participants' professional identities. Finally, the third interview emphasized on the participants' professional identity negotiation in their efforts in curriculum implementation. Data collection process spread over four months to complete. For scheduling the narrative interviews, the participants' convenience of time and place was given priority. Each interview was audio-recorded and transcribed verbatim for analysis. Later, these narrative interview transcripts were used to restorying the narratives.

4.4.4 Pilot study

Piloting research instruments can be effective in increasing validity and feasibility of the research (Silverman, 2004). Therefore, I piloted the narrative interviews to ensure that they were valid and could elicit the detailed response from the participants. For this, I contacted a participant and schedule an interview at my home. His responses and comments were taken into consideration and the interview protocol was revised. I also reconsidered the timing of each interview session and ensured that it should not exceed than an hour. Finally, the piloting

stage helped me in assessing the practical validity for exploiting the interview protocol in the real research context.

4.4.5 Interview procedure

All the participants were provided option to choose the time and location of the interviews to ensure their comfort and security to share their personal and professional narratives. They chose different places for conducting the interviews: at my home, in their offices and in my university office. I ensured that the interviews should be conducted in an informal and congenial environment. To enhance the quality of social interaction, the participants were offered refreshments. The interview protocol was emailed to the participants prior conducting the interviews. At the beginning, the participants were briefed about the purpose and rationale of each interview.

4.4.6 Recording and transcribing interviews

Narrative interviewing as a main method of data collection demands the application of essential ethical protocol to ensure the participants' protection. For this, the participants were informed about the purpose, rationale and possible time of the interviews in advance. The participants' ethical consent was sought prior recording the interviews on the digital recorder (Miles, Huberman, & Saldaña, 2013). Each interview lasted for 50 minutes to one hour and the participants were ensured the confidentiality of recorded data.

I transcribed all the interviews verbatim by using an online transcription software (<https://transcribe.wreally.com/>). As I was not interested in conducting discourse analysis of the data, therefore, I removed hesitations and false starts, pet words and any other solecism for saving time. After transcribing all the interviews, they were sent to the participants for their review. The participants were asked to add, delete or edit any information if they so desired.

4.4.7 Data analysis strategies in the study

4.4.7.1 Restorying the narratives: Field texts to interim texts

Restorying the participants' narratives is considered an important step in narrative inquiry data analysis procedures. This procedure is referred as 'interim texts' by Clandinin and Connelly (2000) in which the researcher restories the participants' narratives to provide a narrative structure. For this purpose, Ollerenshaw and Creswell (2002) and Creswell (2012) problem-solution approach (see table 4.2) for restorying the narrative data was employed. The problem-solution approach was preferred because it provided a logical sequence of events for the story which was crucial to focus on the perspective of explaining the rationale for occurrence of various experiences and their interpretations (Ollerenshaw & Creswell, 2002). To apply this approach, all the transcribed narrative interviews were retranscribed by coding with the important elements of a story i.e. setting, character, action problem and resolution. Then, all the narratives were restoried according to the chronological sequence (Appendix E).

Rough Transcription	Characters	Settings	Problem	Actions	Resolution
Code plot structure elements	Individual's archetype, personality, behaviours, style, and patterns	Context, environment, conditions, place, time, locale, year, and era	Question to be answered or phenomena to be described or explained	Movements through the story illustrating character's thinking, feelings, intentions, actions, and reactions about failed and successful attempts	Answers the questions and explains what caused the turning point or the character to change

Table 4.2. Problem-solution approach to narrative structure adapted from Ollerenshaw and Creswell (2002)

4.4.7.2 Narrative thematic analysis

For making sense of the narrative data, an analytic strategy based on narrative thematic analysis (Braun & Clarke, 2006; Bogdan & Biklen, 2007; Corbin &

Strauss, 2014; Miles, Huberman, & Saldaña, 2013; Krueger & Casey, 2014) was used in this study. The main purpose of using this analytic strategy is to interpret the interview data within its socio-historical context (Riessman, 2008). With reference to Bruner's (1986) conception of paradigmatic mode of thinking, Polkinghorne (1995) employs the term "paradigmatic" to explain the data interpretation strategy of analysis of narrative data. This kind of analysis mainly deals with categorization and classification in that particular examples of a set of narrative data are associated to more general ideas. In qualitative research, this approach of data analysis is known as "thematic", "content" or "grounded theory" analysis (Barkhuizen et al., 2013). Thematic analysis, in general, involves recurring reading of the data, turning bigger chunks of data into codes and categories and then reorganize them into thematic headings. Major thematic analysis approaches can be seen in figure 4.1. Riessman (2008) notes that thematic analysis is concerned with the content of the storyteller rather than how the story was told, which means in this study EFL teachers' narratives would demonstrate various aspects of their professional identities in curriculum implementation.

For narrative thematic analysis, I familiarized myself with the data thoroughly by reading the transcribed narratives multiple times. Then, all the data were fed into NVivo 12 for initial coding and data condensation. During this process internal consistency was ensured by confirming that all the codes were relevant, meaningful and labelled under appropriate category. After that, all the categories were grouped together under relevant themes (Appendix D). Finally, all the themes were carefully reviewed to make sure they possess sufficient data to support them (Braun & Clarke, 2006).

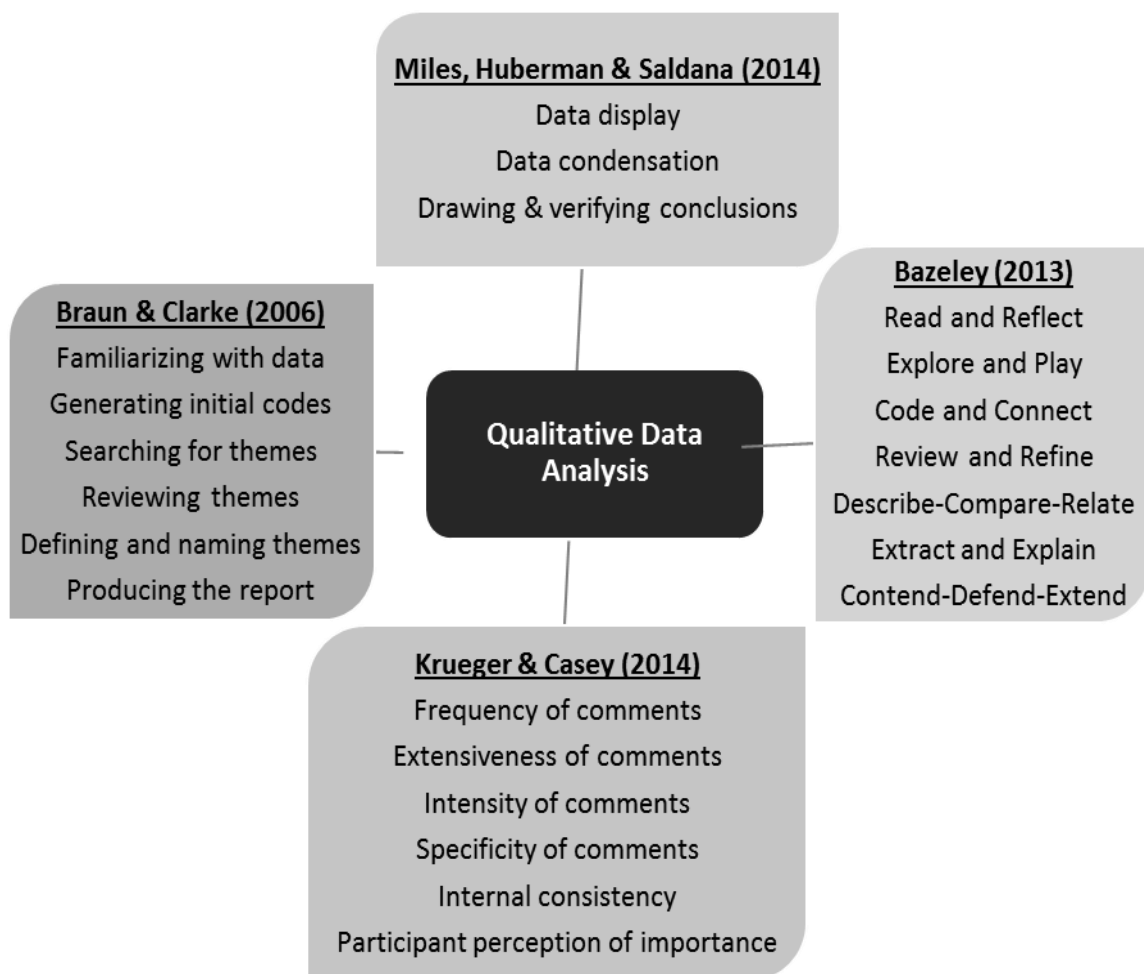


Figure 4.1. Approaches to thematic data analysis

4.5 Credibility and trustworthiness of the research

In this section, I described various measures taken to establish the credibility and trustworthiness of the study. For establishing the credibility in the research conducted in the positivist paradigm, it is the concept of *internal validity*, *external validity*, *reliability* and *objectivity* that support a research design (Guba & Lincoln, 1982; Guba, Lincoln, & others, 1994). However, in the interpretive tradition, Guba (1981) and Guba and Lincoln (1992) offer four analogous notions of *credibility*, *transferability*, *dependability*, and *confirmability* which give a researcher an opportunity to offer "...an account that communicates with the reader the truth about the setting and the situation as the [researcher] has come to understand it" (Altheide & Johnson, 1994, p. 496). In addition, Polkinghorne (2007) observes

that for making a research credible in the interpretive tradition, it is pertinent that “validation of claims about human experience requires evidence in the form of personally reflective descriptions in ordinary language...” (p. 475). In what follows, I explained what measures are taken to achieve rigour in the study.

4.5.1 Credibility

According to Miles and Huberman (1994) *credibility* questions “Do the findings of the study make sense? Are they credible to the people we study and to our readers? Do we have an authentic portrait of what we were looking at?” (p. 278). Moreover, Hammersley and Atkinson (2007) argue that credibility in interpretive research is closely linked to accounts and it is least concerned with data and methods; therefore, in other words, it is the meaning that participants associate to the data and the interpretations that researcher draws from the data becomes central in achieving credibility (Cohen et al., 2011). In this study, for *credibility* sake, the transcripts of teachers’ narrative interviews, teachers’ stories derived from these interviews were sent back to them for their feedback and annotations. To enhance credibility of the study, various data sources (Guba & Lincoln, 1982) like questionnaire and narrative interviews were used.

4.5.2 Transferability

Transferability is analogous to generalizability. It raises the question of to what extent the research findings might be applicable beyond the context of the current study. However, Barkhuizen et al. (2013) argues that narrative inquiry studies generally emphasise their attention to peculiarity and individuality and they mainly focus on the construction of knowledge in which rich description and specific cases are more important than the abstract generalization. The current study was exploratory in nature and aimed to construct new knowledge instead of making generalizable claims.

4.5.3 Dependability

Reliability in quantitative research is generally equated with *dependability* in qualitative research approach (Lincoln & Guba, 1985). In qualitative research, it

commonly refers to the degree of accuracy, consistency and care with which the research is undertaken (Bogdan & Biklen, 2007). In the present study, the research questions were carefully framed and revised in the light of relevant literature. The researcher intended to conduct pilot interviews to make sure the availability of teachers' rich narrative accounts. Data analysis was in consistence with the theory and methodology employed for the study. Interview transcriptions were sent for respondent validation (member check). As suggested by LeCompte and Preissle (1993) the researcher's position and the choice of participants were clearly described in detail and all the measures taken to avoid any bias in data collection were also mentioned in the study to achieve dependability.

4.5.4 Confirmability

Confirmability in qualitative research is synonymous to objectivity in quantitative research (Cohen et al., 2011). Guba and Lincoln (1982) are of the view that confirmability of the research is ensured by verifying "each finding can be appropriately traced back through analysis steps to original data, and that interpretations of data clusters are reasonable and meaningful..." (p. 248). It deals with the questions whether the research can be replicated; the study provides clear information regarding methodology, data collection and analysis procedures and the way conclusions are drawn from the data; and the researcher' personal like and dislike, belief and bias is not involved in the whole process. In the current study, every effort was made to clearly explain all the steps taken in the research procedure and how the data was collected and analysed to drawn relevant conclusions.

4.6 Trustworthiness in narrative research

Trustworthiness, according to Barkhuizen et al. (2013), is referred to "the relationship between the findings of narrative inquiry studies and the underlying 'realities' they purport to represent" (p. 90). In other words, how the reality of language teachers' professional identity is reflected in their narratives and what is the status of teachers' stories when they are written by the researcher. Narrative researchers are often criticised in relation to trustworthiness of the

research as Behar-Horenstein and Morgan (1995) discuss the epistemological nature of narrative and place it in the field of mentalistic psychology and contend that “it suffers from an inability to offer persuasive knowledge claims that society can trust” (p. 153). However, in narrative research, Denzin (1989) differentiates between “life as lived, life as experienced, life as told,” and argue about three levels of concern in narrative research:

1. what “things” were like, how events occurred,
2. how “things” and events were experienced by the participants,
3. how “things” and events are narrated by the participants (p. 69)

In the light of above levels of concern in narrative inquiry, Barkhuizen et al. (2013) and Nekvapil (2003) argue that narratives, in fact, provide plenty of information about the reality of an individual’s experience and life. To ensure trustworthiness in narrative research in language teaching and learning, Barkhuizen et al. (2013) suggest that narrative researchers should focus on these three levels of interpretations and make them a part of their analysis. The current research was also primarily focused on EFL teachers’ professional experiences and life events that constituted their professional identities. Therefore, these three levels of concern were taken care of during data analysis stage.

Regarding the issue of relationship between the respondents’ stories and re-telling of these stories by the researcher, Barkhuizen et al. (2013) argue that unlike autobiographical or first-person studies, biographical and third-person studies generally pose the risk of distortion of original narrator’s intentions and meaning in the process of re-telling for the sake of research. They propose that this risk can best be dealt by respondent validation at various stages of the research. Therefore, in this research the participants were involved in the research process in particular their validation was inquired during data analysis, findings and conclusion stage.

4.7 Ethical considerations, issues and their implications

In this section, I discuss all possible ethical issues that were pertinent to consider before embarking on the research study. The first important step in this regard was to obtain ethical approval from the Research Unit in the university where I intended to collect data. Regarding this, Merriam (2002) emphasises “examining the assumptions one carries into the research process – assumptions about the context, participants, data, and the dissemination of knowledge gained through the study – is at least a starting point for conducting an ethical study” (p. 30). For this starting point, I intended to outline my commitment to follow the established tradition of ethicality in research. I ensured that participants’ consent was sought in writing; they were explained that their right to anonymity and confidentiality was respected, and they were informed about their right to withdraw from participating in the study at any stage. In addition, to ensure anonymity, the interview tape transcripts were sent back to the participants whether they wished to make any possibly identifiable information anonymous. The respondents were also asked to choose their pseudonyms. Initial re-written teachers’ stories were sent back to them for validation. All the data collected from the participants including the researcher’s’ notes, coded transcripts were securely saved on the password protected computer disk. The researcher’s position and participants’ status were clearly explained ahead of collecting data.

Some ethical issues arose during the process of narrative interviewing and the way the participants responded to the narrative questions. The first issue was related to inviting the participants to take part in the research study and communicating the research aims to them and clarifying all possible ethical issues that might affect the confidentiality of the data. Initially, I contacted seven potential participants and, on their agreement, to participate in the research study, I emailed the narrative interview protocol to them. Out of seven, five teachers agreed to participate in the first narrative interview. Two of the original contacts declined to take part in the research due to personal reasons. One of the possible causes of the reluctance to take part could be due to local

professional cultural constraints. It has been observed that teachers at the ELI generally lack trust and confidence in sharing their thoughts on various professional issues due to a prevalent fear of being spied on and losing their annual contract. Therefore, I believe the current research setting is a unique and a difficult place to conduct research. In brief, it was necessary to explain the ethical measures taken in conducting the current research to gain the participants' confidence and satisfy them regarding the confidentiality of information they would share in their interviews.

The second important ethical issue was related to way the participants responded to the narrative questions. During the first narrative interview, I realized that the broader exploratory questions focusing on the participants' experiences related to their past life, current professional practices and factors they were negotiating with in their efforts in curriculum implementation were receiving brief narratives lacking in necessary details. In order to gain in-depth insights into the participants' narratives, I had to include some more specific questions so that richer information could be elicited. One of the possible reasons of teachers' sharing of brief narratives in the first narrative interview could be due to their lesser degree of confidence on the confidentiality of shared information. As I ensured them about the ethical considerations in detail, they started feeling relaxed and we entered in a trust building phase. Once the trusted relationship was established, I realized they really voiced their inner feelings and emotions concerning their personal and professional experiences. To conclude, these ethical issues have important implications in the current study and provide an opportunity to highlight the specific contextual features that might hinder a research process or might make the research unique by distinguishing it from studies conducted in other contexts. The next sections discussed my position as a researcher in this study.

4.8 My position as researcher

In this section, I intend to clarify my position as a researcher by acknowledging that in the interpretive tradition the participants' narratives do not unfold as isolated objective truths rather, they are deeply embedded within a social context

and originate as lived experiences that are shaped as a result of negotiation between the researcher and the participants. I fully acknowledged that I had an active voice in this whole research journey that might have affected the development of socially constructed knowledge. In this perspective, we must assume that research narratives will relatively be influenced by the researcher's personal knowledge, understanding and values as, it is acknowledged that, research cannot remain unaffected from a wider social context and the researcher's personal conduct (Hammersley & Atkinson, 2007). I also conceded that I, being a researcher-practitioner and a part of the research context, had multifaceted role in this research that would be mirrored in various stages of the research. As Alvesson and Sköldberg (2017) emphasise on the researchers' position akin to their political, ideological and theoretical milieu by involving in the process of introspection so that they can freely associate themselves to the reality being studied.

In the context of narrative inquiry, the narrative methodology was considered an opportunity to involve in the interpretive reconstruction of an individual's life by studying the "personal, social and cultural/historical aspects for teacher identity formation" (Zembylas, 2003, p. 215). The current study also aims to explore EFL teachers' professional identity construction process in curriculum implementation. Therefore, in this process, I myself also explored and reflected into my own professional identity construction process and in doing so I might have influenced the research process during interviews and data interpretation through my contextual, professional and personal knowledge.

CHAPTER 5 FINDINGS OF THE STUDY

5.1 Introduction

This chapter presents the findings of the study which are obtained through the process of interpretation and meaning-making of teachers' lived experiences which is regarded as the core of narrative research (Hoskins & Stolz, 2005). The current study aims to explore EFL teachers' professional identity construction process in the context of their efforts in implementing the newly introduced curriculum. The study intends to investigate various tensions and contextual factors that the EFL teachers negotiate in this implementation process. This study is grounded in interpretive paradigm and employs narrative inquiry as research methodology to analyse the participants' narratives which are embedded in their personal and professional experience. This chapter is divided into two parts. The first part deals with the researcher's restorying of the participants' narratives. For restorying the narratives Ollerenshaw and Creswell (2002) and Creswell's (2012) problem-solution approach has been employed. The second part focuses on the results of the thematic analysis (Braun & Clarke, 2006) of the participants' narratives.

5.2 Restoried field texts

This section focuses on the restorying of the participants' narratives. In narrative inquiry, the narrative researchers restory the narratives to provide them a plot structure.

5.2.1 Alan Jameson

I grew up in America outside Chicago. My father died when I was 8 years old. My mother got remarried when I was 13. I was the youngest and the only boy in the family. I went to a private school near my house. When I was in 6th grade, we

went to a science camp for three or four nights and learned a lot about nature and science there. When I was in 8th grade, my schoolteacher was quite innovative in his teaching and he taught us by involving us in different practical activities. After school, I studied education in a nearby community college and had a great experience there. Our professor taught us how to provide effective feedback on writing. At university, I studied education and did a part-time job as well. I did a lot of outdoor activities with my friends there. I was influenced by my teachers a lot. For choosing a career, I thought about doing something that was enjoyable and needed in the world.

In Arizona, I started teaching at an elementary school. Initially, I had a supportive and encouraging principal but later in another school which was situated in a low socioeconomic area, I had a terrible experience with the principal and ended up really burned out. I got my MA in English as a second language while I was teaching at the elementary school and I started teaching EFL in 2005. My friend told me about an EFL position in Saudi Arabia and I agreed to take the teaching offer because they offered a good salary package. It was tough coming to Saudi Arabia for a while because they took six months in the visa process.

When I started teaching the Saudi students, I found them respectful and polite, but they were not motivated to learn English. I believe local culture has a strong influence on the educational practices. The culture of “wsata” (help) is one of the challenging things that we deal with. I avoid thinking about such things otherwise I will go crazy. I think due to the “wasta” culture, people expect that somebody is going to take care of you even if you don’t work for it and it trickles down to our students as well. Therefore, many of our students consider cheating as help and it is not considered bad if you get caught red-handedly. However, due to generation-gap, the Saudi culture is changing now.

With the passage of time, the job at the ELI has gotten harder and harder. It requires more time and we are subjected to more scrutiny but get the same pay. We don’t have the freedom to exercise our own creativity and lack teacher

autonomy. I love teaching, enjoy expressing myself and I am flexible according to the needs of the students, but we are required to complete the number of pages and stick to the book. Pacing guide is an attempt to help the teachers to cover everything that is prescribed to be covered in 6 or 7 weeks that should have really been covered in ten weeks. Due to its lack of flexibility, it's a big area of concern for teachers and they don't like it. For repeating students, it's really difficult to stand that pace. The administration is not listening to teachers which causes a big issue then. It generalizes based on one bad example. So, the policies are also made on generalizations.

In the past, teachers used to have more autonomy, but it is reduced now. If a teacher keeps himself to the book, it creates boredom in the class which challenges their classroom management. When students get bored, they sleep and play with their phones which is a big distraction. I find classroom management easy as I set the expectations at the first day. By keeping students busy in their language practice activities, I usually don't have classroom management issues.

I think curriculum plays an important role in this situation. I was expecting the change in curriculum as New Headway Plus book got quite old. So, the change in curriculum was ok to me. When we came back after summer vacation, we were informed about the training sessions on the new book. As far as New Headway Plus is concerned, it was better for lower level students because it was more subtly categorised into various skills than the Cambridge book which is better for the students who are appropriately placed.

As a native English-speaking teacher, I observe, students have a better reaction to me, and they expect native English-speaking teachers would help them more. Similarly, the administration have their biases and they always want to assign them important roles even if they don't deserve. I think native English-speaking teachers are stronger in general language use and non-native English-speaking

teachers tend to be stronger in grammatical rules and teaching methodology in their practice. Our students get value from both.

My biggest concern with the program is that they have very low expectations for the students, and it makes me crazy. I tell my students on the first day that here are low expectations the ELI sets for you and these are the high expectation I set for you. You are gonna meet the latter because I know you can do it. I think to motivate students to meet the expectations is really important.

I don't feel like having relationships with the administration, but I do have good relationships with my colleagues. We usually have closer relations with those who have their class next to you. The work environment here is sort of feast and famine like it depends who you are and what you get. To me office hours seem like something for show and have no purpose. So, most of the teachers do it grudgingly. I think it is to dominate the teachers and force them to obey the administration. I wish to go for my PhD someday in the future and I'd like to be a teacher trainer.

5.2.2 Mohsin

I was born in the southern part of Pakistan. I wasn't physically strong, so I wasn't given importance in the family. I was really fond of acting and I used to perform movie dialogues in front of my family members. I believe this practice guided me to public speaking and then to teaching. When I was in 6th grade, I started working on my language by practicing dialogues from various language textbooks. I did an English language course from a local language centre and got inspired to become an English language teacher. My father was very strict, and he forced me to become an engineer. I came from Urdu-medium background and it was challenging for me to study pre-engineering courses in English. After doing BSc, my father forced me to do MBA but after spending a year in MBA I decided to get myself enrolled in MA in English. Knowing this, as a punishment my father stopped my stipend, but I continued with my studies.

After completing my MA, I started two jobs one as an IELTS trainer and the second as an EFL teacher in American educational project ACCESS. I regret that I should have been given an opportunity to do what I was interested in doing. I will definitely let my children pursue their interests. At university, I suffered because of red-tape as some teachers used to favour some group of students. Some of the teachers really inspired me to study linguistics. After spending some time at the university, I realized I should have done MA in ELT. I was really inspired by the English language and the English culture because I observed that if I speak English people respect me a lot. Due to this, I also decided to become an EFL teacher. In 2010, I was offered a six months scholarship to study at Oregon State University and at the same time I was offered an EFL teaching job by a famous university in Saudi Arabia which I happily accepted.

I am proud to be the part of the ELI because it's world-renowned organization. I work in a formal and conservative work environment where Saudis don't socialize with the expatriates. I always try to be professional in my dealings as it is important to survive here. I am quite good at classroom management but students' attendance, punctuality and use of mobile phone is really challenging for me. It was shocking for me to teach the Saudi students because they lack motivation to compete and work hard. I think it was because they were offered stipend for attending the classes, so they found no motivation in learning.

I think the curriculum change is a good decision to introduce an up-to-date book. I believe this decision has helped both teachers and students. Prior introducing the curriculum change, I was asked to fill out a questionnaire on problems with New Headway Plus. However, I didn't know which book is going to be introduced. I might have given my recommendations based on students' needs and context. I think some good content writers among the faculty could be assigned the task to develop material for students. When I came back from summer break, I was told to teach the new book.

I find New Headway Plus quite effective as it follows presentation, practice and production approach which suits the nature and level of our students. I had a nice experience in teaching New Headway Plus as it had effective input activities, solid vocabulary and interlinked themes but it somewhat outdated. On the other hand, English Unlimited is not only up-to-date and contextualized and but also flexible to pick and choose as needed. I believe it is important to contextualize and personalise the language in ELT which is a strength of this book. I think it is also overloaded with the activities and difficult to cover in the allocated time. I don't like the extensive use of guided discovery and task-based approach in English Unlimited because our students lack required language proficiency.

I think pacing guide is a very good step in standardizing the teaching process. However, I believe English Unlimited has a lot of material which cannot be covered in 6 weeks at all. Therefore, I have to compromise on the quality of teaching. I believe the administration discourages teachers' autonomy because novice teachers may come up with illogical lessons. I think autonomy should be given to some experienced teachers who could experiment with the methodology and if they come up with something productive it could be implemented in other classes as well.

My job at the ELI is contractual and to get your contract renewed I have to struggle a lot to develop myself to meet the needs of the context. This context encouraged me to avail all professional development activities for keeping myself up to date. I have good relations with all the teachers. I am respectful and professional in my dealings. My colleague and students also treat me with respect. I try to meet the expectations of the top management. I give suggestions for improvement and they appreciate it. I feel job security is a big challenge here for me because I am always unsure when I will be sent back home.

I work double the amount of work as compared to the native English-speaking teachers, but they get better salary package than me. I have got all the

qualification, but I am not treated equally. As a non-native English-speaking teacher, I have to struggle a lot to save my contract every year.

I think the length of class is a challenge, but it is manageable for me. I think it is challenging for students because they have to study other subjects as well. I see them sitting on chairs all day and they look exhausted. I have all facilities in my classroom except I am not happy with the class size because some classrooms aren't big enough to accommodate 50 to 60 students. I am against the idea of large number of students in language classroom. I feel there should be a printer and photocopier to prepare language practice handouts and worksheets.

I am interested in becoming a teacher trainer in the future. I might do a master's degree in teacher training to train the new teachers. I plan to design teacher training programs for the Pakistani context.

5.2.3 MoSalah

I grew up in Cairo, Egypt and started my education in a private school. When I was in grade 3, the school principal complained my parents that I was not good at English. My college life was quite challenging because I had to travel for an hour and half by changing transport every morning to reach college. I had to struggle the first year because there was a change in medium of instruction from Arabic to English. I used to memorize everything because I didn't understand much. At university, I joined the faculty of languages and there were 500 students in my class. My teachers had lecturing approach in delivering the content. It was really challenging for me because I was just a passive listener.

When I graduated from the university, I had two options either work as a translator or as a teacher. I decided to become a teacher because I thought I might teach better than so many of my own teachers. I started my MA in Applied Linguistics and I attended teacher training programs. After finishing my MA, I taught adult Arab research students as well. While teaching at the university, I wasn't earning enough to enjoy a better lifestyle and along with this after spending 4 years at

one place I felt it became monotonous for me. I decided to try my luck in a Saudi university and luckily, I got the job there.

After coming at the ELI, I completed my PhD, did my Cambridge Train the Trainer course and attended so many other PD courses. I think the ELI has changed a lot since I came here. I believe the job has become more demanding with the passage of time. I knew about the curriculum change because I was working with the Curriculum Unit. In my opinion, it is more appropriate and well-designed. I think choosing this particular book is an institutional decision and it is closely related to financial issues as well. I reckon teachers should have been informed about the change. I am not involved in any decision making related to curriculum.

I think New Headway Plus was easier to teach as it doesn't have writing. I think New Headway Plus and English Unlimited have similar topics. I believe New Headway Plus had better language practice activities and it also had an online platform. I reckon both the books have a wide gap from level 2 to level 3 as students struggle a lot to deal with the content. I think teachers' book is quite helpful which has progress tests and quizzes to help students revise the content. I think English Unlimited is a colourful book with a lot of visuals and interesting topics. I think pacing guide also provides a lot guidance regarding various academic activities. I think the whole book is included in the pacing guide. It becomes really challenging for me to follow the pacing guide when I am teaching the repeating students. I really feel guilty because I can't spend enough time on the language areas students are struggling with.

At the ELI, I know I need to follow a chain of command for communicating anything. I think I should respect it. I can communicate my ideas by raising my hand in the meetings also, but it is better to follow protocol. I think I have very good relationships with my colleagues. I believe if I am good with other it reciprocates. I need to be very tactful in asking my students to follow rules and policies because they don't like to change themselves. I think students only come to pass the exam and join their favourite colleges so that they could get good job.

Living in a cosmopolitan city, they might need English in restaurants and for watching movies. I think students like speaking English more than writing it. I experience that students sometimes want me to help them to pass the exam or give extra marks even if they don't deserve it. I think the problem is not with the time of the class, but the time students spend on campus. I know they start their day at 8 and finish it at 5. I think it becomes really tough for students to concentrate that long. It is also challenging for me to engage them by providing them with various activities which requires a lot preparation. I perceive that working hours are very long at the ELI.

I am quite good at classroom management, but I don't have authority over a student. I can report a student's bad behaviour to the administration, but I can neither ask students not to attend the class nor I can penalize them for not doing their homework. I don't have authority to stop my students using the mobile phones. I also can't stop them to come late. I feel it challenging to deal with students' mobile phone use because I found it interrupting in my teaching. I tried to integrate mobile phones in my teaching but in vain.

At the ELI, I observe that students are quite aware of the difference in teachers' accent from various nationalities, but they are ok as long as they understand me. I am quite confident related to my teaching skills, but I think it would be better to improve my accent and it should be sound like natives. I think the management style is quite similar in all Arab cultures. When I arrived here, a driver was waiting for me at the airport. I stayed in a hotel. I was given proper orientation for this job. I was fully facilitated in my paper work. Generally, I don't deal with the management except I need exit re-entry visa. Unlike in Egypt, it is easier here to get things done from the management.

I don't have any fixed plans for my future. I am looking for a job with a better salary. I am interested in teaching Applied Linguistics instead of teaching general English. I wish my kids could go to the best schools. My wife is a pharmacist and

I want that she could pursue her career back home. I also wish to live with parents and have a luxurious car in the future.

5.2.4 Shahriar

I was born in a village and brought up in a natural environment. I studied at a primary school in my village. When I was in grade four, I took part in a debate competition and won the first prize. In my childhood, I used to play various local games with my friends. Due to the personal animosities of my family, I spent really difficult domestic life. I got admission in college in Lahore and it was the most exciting period of my life. After doing my intermediate, I joined Pakistan Air Force as a cadet, but I left it after spending one and half year there on medical grounds. When I was 21, I moved to Canada and got admission in University of Toronto. I studied adult education and community services there.

After finishing my university, I worked as an assistant manager in a restaurant in the US. To make decision about my future, I came back to Canada and decided to join teaching as a profession. I did B.Ed. from Ontario College of Teachers. After getting my teaching licence, I started teaching ESL (English as a second language) to adult students. To improve my professional qualification, I decided to get a graduate certificate in the field of TESOL from Humber College. Then, I started teaching LINC (Language Instruction to New Comers) classes.

I decided to join a Saudi university as they offered a good salary package. My teaching experience in Saudi Arabia has always been a mixed bag; full of frustrations sometimes and the positive rays of hope the other times. I found the Saudi students demotivated in learning English because they could not relate it to the outside world. I feel frustrated on students' lack of motivation and their indifferent and sometimes hostile attitude towards language learning. Due to red-tapism, I always found myself disoriented and dissatisfied in my teaching. Mostly, my teaching experience at the ELI is full of struggle because my students are mentally absent and completely turned off. While teaching English Unlimited to repeating students, I always felt that I failed as a teacher. I was judged here on

my persona not on my competence which was demotivating for me. I feel dejected and disappointed.

In the first three years, I taught New Headway Plus and had really good experience with the book because it was interactive, had clarity of concepts and contained practical activities. Two years ago, due to the change in curriculum, I taught English Unlimited and did not like it because it is condensed, vague and culturally inappropriate. The curriculum was changed quite abruptly, and I didn't know about it at all. With the curriculum change, I found it really challenging to teach repeating students because they could not pass New Headway Plus and were forced to study English Unlimited. I struggled a lot to teach the new book to demotivated students. English Unlimited promotes learner's autonomy but the pacing guide restricts it.

I don't have any autonomy in my teaching. I think certain rules and regulations need to be made flexible so that I can facilitate students' learning. I believe I should have liberty in deciding certain things in my teaching rather certain things are unnecessarily imposed on me. I even can't ask for the rationale for various policy decision made related to my classroom practices. I have to do various prescribed language practice activities in my class along with the textbooks. If I have autonomy to plan my lessons according to the needs of my students, they can learn better.

I can't find freedom of expression in this culture. I am not allowed to discuss sex, religion, politics and even music. I find it really challenging to explain anything related to these topics to my students. I have never been involved in any kind of decision making here at the ELI. All the decisions are made by the administration. As compare to the past, I find classroom management quite challenging now. Students sometimes get rude and behave unexpectedly particularly the repeating students. Once, I was bribed to help them pass the exam. It was shocking for me. Another time, an imposter tried to deceive me in the examination. These experiences just left me brooding and disdainful as a teacher. I am considered

responsible for my students' failure regardless taking into consideration the other influencing factors. I think I am assigned really unreasonable goals to achieve and not allowed to reason various curriculum policies. I feel I am treated like a dummy player. I find longer teaching sessions like 90- or 120-minutes classes quite unnatural and challenging to make students engaged when they have been sitting for a long time

I was surprized to know that students respect native English-speaking teachers more than non-English-speaking teachers. My non-native English-speaking colleagues told me that sometimes students make fun of them because of their nationality. I think the students are trained like this that the native English-speaking teachers are superior which I think is completely baseless. I think one of the biggest problems with the Saudi management is that they are not only incompetent but also deficient in communicating in English. I think I have all necessary facilities that are required to teach in the classroom. However, if I have to report a problem, it is usually difficult to communicate and get it fixed.

I don't like the idea of observing office hours as students have never turned up to seek academic support in the last seven years. Moreover, I don't have any facilities in my cubicle, and I feel I am forced to sit there to kill time. I believe there should be a staffroom for us where we could sit and discuss something about our professional development. I think offices should be made a bit entertaining so that I could develop emotional attachment with the place. I don't have meaningful relationships with my colleagues because like other teachers mostly I am on my nerve edges as I feel threatened due to the lack of job security. I don't have any contact with the higher management. I find the middle management quite efficient and have good relationships with them.

I don't have any exact plans for the future, but I want to start my own educational institution in Canada. I am planning to run a Kuman franchise in the future.

5.2.5 Zain

I was born in a poor family in Gujrat, Pakistan. During summer vacations, the only pleasure I used to have was to visit my distant relatives. I started my schooling in a nearby 3-room school. In my school, I experienced that a teacher was the ultimate source of knowledge and rod was the master. I started learning English in sixth grade and my father taught me English alphabet. At college, I felt independent because unlike school there weren't any strict rules to follow. I studied just to pass the exam with higher grades. I studied language without any learning outcomes and most of the content was outdated and irrelevant to my social life. At university, I studied English literature in co-education environment. I had natural tendency towards studying languages, but my father forced me to study pre-medical course in intermediate. I wanted to pursue English language teaching (ELT) as a career. Despite of my failure to seek admission at a medical college, my father again compelled me to continue studying medical courses in bachelors, but I refused and decided to study English literature and language instead. In 1998, after graduating from the university, I got a job at a semi-government organization for teaching O-level classes.

In 2002, I decided to pursue my career in Saudi Arabia so that I could enjoy a better lifestyle. I joined a secondary school as a teacher in a small city of Saudi Arabia. After two years I joined a university as an English language instructor. In 2007, I came to the ELI and started teaching here. Since 2007, I remember the ELI has gone through a lot of changes. I have been facing challenges at work since my joining. To me the ELI is a more of a teacher training college than a language teaching institute.

I had an excellent experience in teaching New Headway Plus because all themes and vocabulary were chosen from the real life. I think all the lessons had a logical sequence of lead-in, presentation, controlled practice and freer practice and production. Along with focus on skills, this book also teaches grammar and vocabulary effectively. I think this book is better than English Unlimited. However, I don't like teaching English Unlimited because it has inconsistent capitalization

which provides students with a wrong model of the target language. I experience that it also has unreal themes which are irrelevant to this context and students make fun of them because they can't brainstorm about these themes as they don't have any background knowledge about them. I think this book also lacks a sequence in lesson which overburdens students with irrelevant details. I believe it doesn't provide sufficient language input.

I started teaching the Saudi students when I joined a secondary school in 2002. I observed that English wasn't given importance at that level and students used to cram the answers and pass the exam to get admission in university. I consider there is a big gap between what they have studied at school and what they study at university. I have a dual role here I have to uproot the old habits and establish new routines. I think the Saudi students need a lot of language practice but unfortunately, I don't have much time for this. I reckon the pacing guide is so demanding that every teacher tries his best to cover the required number of pages. The students forced me to help them in passing the exams. I find it challenging to deal with students' mobile phone use in the class.

I think the pacing guide helps in standardizing the teaching practice, but it doesn't cover the unexpected events and weather situations and I have to struggle to cover the syllabus. Once, being sick, I had to see a doctor and could not teach the whole day but the next day I had to cover the double the amount of the course. I regretted for not giving students enough language practice. I also don't like teachers' pack because it takes teacher's autonomy away. If I want to use any other supplementary material away from the Teacher's pack, I have to provide its rationale, explain all the procedure which is quite troublesome for me. I'd say Teacher's pack is considered a word of God and no one can disobey it.

I am not happy about observing office hours because I feel I am forced to stay on the campus for no reason. Sometimes, I don't have a place to sit and spend these two hours. I find the two time slots frustrating as the longer days disturb my personal and social life. I think if there is one time slot from 9 to 2, it would provide

me with sufficient time to spend with my family and friends. I was told that office hours are for students to see me for their academic needs, but it doesn't happen at all. I think whenever a student wants to see me outside the classroom, he just wants to push me to increase his grades or help him in passing the exam.

At the ELI, I observed a clear divide between native and non-native English-speaking teachers where the former is preferred over the latter. I experienced that there wasn't much difference in teaching of native English speaker teachers' classes and my class except that they have a natural tendency to speak the language, but I have to make a conscious effort in speaking the language. I think along with native English-speaking teachers; the ELI also needs non-native English-speaking teachers for doing clerical jobs. I assume the ELI needs native English-speaking teachers just for show-off.

I don't like working with Saudi teachers because they are not professional in their work. I experienced that a Saudi teacher I had a chance to share my class with always tried to push me to do his work too. I always had good relationships with the administration as I always tried to do all my duties professionally and met all their expectations. I have always communicated my strengths and weaknesses clearly. I always have friendly relationships with my colleagues. I always respond positively whenever my colleagues need me.

I plan to go back to Pakistan and work as a teacher trainer because I have 16 years teaching and many years of teacher training experience. I want to help developing English language teachers in my country through top-class training programs. In the presence of widely used traditional GTM for language teaching, I intend to promote CLT approach by merging it with modern technology in my country. The next section deals with the relationship between restoried narratives and thematic analysis of the original narrative interview transcripts.

5.3 Relationship between restored narratives and thematic analysis

This section focuses on the nature of and relationship between restored narratives and thematic analysis of the original interview transcripts. As it is mentioned earlier (see Chapter 5, section 4.4.7), for restoring the field texts I employed Ollerenshaw and Creswell (2002) and Creswell (2012) problem-solution approach. The approach provided a logical sequence of events for the story that was important in explaining the perspective and rationale for the occurrence of various experiences and their interpretations. It is pertinent to observe a logical and sequential ordering of events in these narratives so that the developmental stages of the teachers' professional identities could be highlighted. In addition to these restored narratives, thematic analysis of the original narrative interview transcripts was also conducted to identify the common patterns in the data. The main focus of the thematic analysis was to reread the data to form categories and themes of the original narrative transcript interviews. The thematic analysis was carried out on the original narrative interview transcripts, not the restored narrative, to provide an in depth understanding of the rich data and to highlight important recurring themes in the study. The next section focuses on the analysis of the participants' narratives.

5.4 Analysis of participants' narratives

The teacher participants narrated stories of their personal and professional life experiences that influenced the formation of their professional identities. They highlighted in detail various contextual and curriculum implementation related factors that have reshaped their professional selves. In narrative interviews, the participants narrated their stories related to their past lives, how they decided to become EFL teachers, their experiences with curriculum, how they were negotiating with various tensions related to curriculum implementation, and the way contextual factors influenced their professional identities. The sections to follow will present four major themes i.e. personal life, teacher agency in curriculum implementation, tensions in curriculum implementation and the impact of contextual factors on teachers' professional identity in detail (see figure 5.1). Each theme is further divided into different subsections.

5.4.1 Personal life

This section deals with the participants' narratives on their personal lives. Regarding this, they shared their narratives related to their early days, school life, college life, university life and the motives to become an EFL teacher. This important theme highlights the participants' past experiences in shaping their identities and the way personal and social factors influenced their lives and made them what they are today. This section is divided into further subsections.

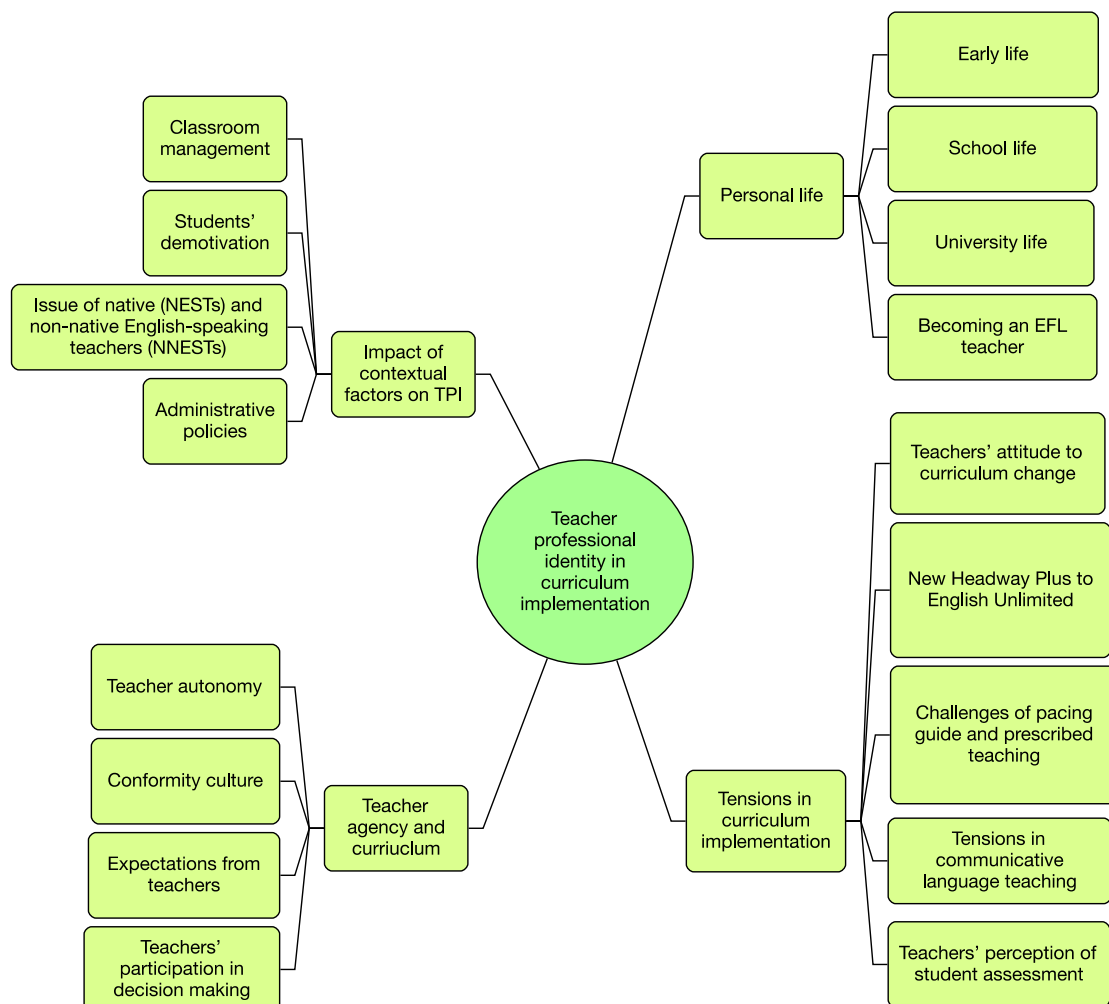


Figure 5.1. Major coded themes and categories

5.4.1.1 Early life

All the participants talked in detail about their early life and they shared various narratives of their childhood and the way it influenced their later lives. Majority of the participants shared that they had a difficult childhood and they were not born with a silver spoon in their mouth. They felt that they had to encounter a variety of domestic and social challenges in their upbringing. As Mohsin mentioned that unlike his other brothers, he wasn't physically strong enough to play various sports and involve in social interactions. He said:

I was weak because my mother was diabetic when I was born, I wasn't strong enough. I had problems with my teeth. I have had problems with my physique as well. I wasn't active. So, that was one of the reasons that I couldn't move around in the community and I couldn't go out a lot.

As Mohsin stated that he was not quite active in his early life therefore, he could not feel confident to move around in his social circles. Similarly, Zain comes from a poor family and spent difficult early life with a limited exposure to quality education. He emphasised the traditional way of English teaching was a hindrance in his development of listening and speaking skills in his early years. He mentioned:

I come from a poor background. Our social life was very limited because of the financial constraints... I can remember that all through the summer vacations, the only pleasure and delight that we didn't have to go to school and we are free... The only pleasure was when we used to visit our relatives in the summer vacation, nothing else.

Shahriar expressed his mixed feelings regarding his early life. He was brought in a small village and possessed abundance of memories related to nature and had a strong sense of social integration. However, he stated that he did not have an exciting early life because due to the personal animosity of his family he mostly spent a fearful childhood. On the contrary, Alan and MoSalah spent a happier childhood as compared to the other participants. Alan felt sad on the neurodegenerative disease and death of his father and mentioned that apart from

this incident his early life was pretty happy, and he enjoyed a lot of love from the other siblings because of being the only boy in the family. MoSalah recalled that his childhood was spent mostly in playing and learning. In brief, these results suggest that early life experiences play a crucial role in our later lives and can support individuals to prepare themselves to encounter bigger challenges in their professional lives.

5.4.1.2 School life

All the participants attended schools near their homes and had a pleasant experience except Zain who had very limited resources at his small school. Alan remembered that how close-knit class he had and the memories of his visit to the science camp in grade 6 were quite fresh in his mind. He also recalled the impact of his teacher in grade 8 who taught him innovatively by involving the whole class in problem solving activities. MoSalah still remembers his school principal's letter to his parents regarding his poor performance in the English language. Mohsin stated that he had a great interest in speaking English, and he realized his passion to speak English quite early in his school days. Shahriar spent quite simple school life and had a strong impression about his teachers. He shared one of the sweetest memories when he went to attend a debate competition and won a prize which boosted his confidence a lot. He stated:

This huge amount of money mesmerized me because I didn't see that much money in my life and on top of that I won books... kid books and notebooks as well. When I came back home, I was pretty happy and treated me as a celebrity. It gave me a huge boost and confidence in my later life.

Shahriar became quite confident by representing his school in the debate competition and he also became a celebrity among his friends. Zain attended a primary school with limited resources where blackboard was the only resource teacher could use. Zain received his early education in a fearful environment, and he could not share any pleasant memories of his school life. To conclude, majority of the participants had a pleasant time at school that prepared them to pursue their personal and professional goals in life.

5.4.1.3 College life

The participants shared a variety of experiences related to their college life. There was a strong sense of struggle amongst interviewees in their college life experiences. However, some participants enjoyed their college days a lot. Alan and Shahriar shared pleasant memories related their college life. Alan felt that he had a wonderful experience at college as he made some very good friends and he learned a lot. He remembered his writing class professor who introduced him with effective feedback ideas. He started thinking out-of-the-box quite early in his college. Similarly, Shahriar felt that the college life was the most exciting period of his life. As MoSalah stated that his college life was very challenging due to different reasons. He said he had to travel for an hour to reach college. Then, unlike school, English was the medium of instruction at college and he had to struggle to catch up with the teachers. Mohsin found himself lucky that after finishing his school, he did an English language course in which he studied how to do phonemic transcription and pronounce various English sounds. He always kept himself busy in transcribing various written texts. On his father's insistence, he studied pre-engineering courses at college. He said:

... my father said you got to be an engineer that's what I expect nothing else. I got into the college and that was pre-engineering. Again, that was in English. My phonemic script was good, but my reading wasn't good at all because I haven't read any English text because everything was in Urdu. I suffered a lot.

Like MoSalah, Mohsin also suffered because of English as a medium of instruction and wasted a lot of time in this struggle and he could not join an engineering college. He kept on working to develop his English language skills. Zain found that at college he got a little bit freedom from the strict rules of the school life. However, he was not satisfied about curriculum, teaching methodology and assessment at college. His lack of satisfaction made his college life experiences quite unpleasant and he felt that his teachers were completely uninterested in his academic affairs. In sum, the participants go through variety of experiences in their college days. It is observed that they display a strong

sense of reflection on their learning and the way they develop over the period of time.

5.4.1.4 University life

A number of issues were identified by the participants related to their university life experiences. Overall, they learned a lot about the majors they studied and set a foundation for their professional lives. However, they also faced a lot of challenges and struggled to steer their way to the practical world of work. Alan studied education at university, and he said he had a great learning experience there. He held dear his university friends as he enjoyed a lot of outdoor activities with them.

After spending a couple of years at Pakistan Air Force, Shahriar moved to Canada with his family and got admission at the university. He felt that he had more worldly experience as compared to his classmates, but he found the university a wonderful learning place and believed that he improved his understanding about life quite a lot at that time. MoSalah mentioned that he had around 500 students in his class and majority of them were female. Like Zain, he also complained about teaching methodology practiced at the university. He said teachers used to deliver lectures and he was just a passive listener.

Mohsin shared a painful experience of pursuing his education to obey his father's wish to be an engineer. He always wanted to study language teaching in his life. He put it, *"My instinct was telling me that's the end of the world. That's enough. You shouldn't be doing what your father says. Stop it. I had a setback that I am not going to take it anymore."* Against the will of his father, he secretly got admission in MA (Literature & Language) and felt that as if he started a new life. Zain studied in one of the best universities of his country, but his experience was not *"much different from the college experience"*. He mentioned that the focus of the teachers was to complete a certain number of books and prepare students for examination, and he complained that his teachers did not prepare him for the demands of the job market. He said:

The primary stress was again the examination, securing good scores at the university level. How proficient we are after spending 2 years and how proficient we are in teaching, different aspects of language the curriculum had nothing to do with these kinds of things.

Zain lamented that after studying English for 14 years, the curriculum could not prepare him to get through language proficiency tests. Together these results provide important insights into the participants' early life and educational career. These results highlight various challenges and struggles the participants went through during these periods and how they managed to survive and steer their path for profession of their choice.

5.4.1.5 Becoming an EFL teacher

The participants' narratives on becoming an EFL teacher reveal that the majority of them had decided quite early in their lives to join the teaching career. Most of the participants had their undergraduate studies in English language teaching and decided to pursue language teaching as a career. Mohsin was of the view that he was extrinsically motivated to become an EFL teacher because it was considered prestigious and respectable to speak English in his society. Intrinsically, he had great admiration for the English language and culture. Mohsin said:

I think this decision was already in my personality. I think if I look at my early years, language has always inspired me especial English language. This is because of one of the facts that whoever speak English they have a standard. They have a standing in the community and the country. If you don't have money in Pakistan speak English, you will be respected.

Mohsin's comment above suggests that his interest in the English language seems to be a foundation stone in formation of his professional identity as an EFL teacher. His comment implies that his innate love for the English language and culture encouraged him to pursue the career of an EFL teacher. Interestingly, Zain and MoSalah had natural tendency towards studying and learning

languages. They enjoyed studying about languages in their respective universities. Contrary to his father's wish to study pre-medical courses, Zain decided to study languages. He followed this natural tendency of studying languages wholeheartedly and rebelled against whatever hindered in his way to pursue his objectives.

After graduating from the university, MoSalah had two career options either to become a translator or an EFL teacher and he ultimately decided to become an EFL teacher because you can "*do translation while teaching but you can't do teaching while being a full-time translator.* Zain and MoSalah's interest in studying languages created positive perception of the field and provided them with the basis to form their professional identities. The motives to become an EFL teacher were quite different for Alan. He was impressed by his high school teachers and wanted to follow their example. He put it:

I thought what does the world need. It doesn't need more businesspeople necessarily, but I would work that I enjoy in the later part of my life. What's enjoyable and what the world needs, putting two things together that sort of thing, it was teaching, it was where my needs and interests intersect.

Alan's decision to choose a career which is both enjoyable and the need of the time was crucial one and he preferred teaching over business. Shahriar's story is quite different. He did not intend to become an EFL teacher, but he accidentally came into this profession. After graduating from the university, he was working in a restaurant in the USA and his parents were forcing him to get married so, he decided to become a teacher as he narrated the reason, "*I was more receptive towards others. I always loved interacting with the people, and I thought maybe the amount of experience I had in my life it might shape somebody's future.*" Becoming an EFL teacher with the objective of shaping his pupils' future, Shahriar decided to pursue this career with a positive bent of mind. Overall, the results indicate that the majority of participants decided quite early to become EFL teachers and studied the relevant courses in their universities. It seems that their intrinsic and extrinsic motives to join the profession were quite different, but

they enjoyed ELT as a profession. Within the professional context, teachers' power to take various decisions in their daily instruction can play an important role in shaping their professional identities. The next section deals with the theme of teacher agency and its relationship with teacher identity and curriculum implementation.

5.4.2 Teacher agency in curriculum implementation

A recurrent theme in the interviews was a sense amongst interviewees that their decreased control, autonomy and participation in decision making related to curriculum and day-to-day affairs. Moreover, it is important to acknowledge that teachers' engagement in various curriculum implementation activities contributed significantly to shape their identities and improving their learning in professional settings. This section is further divided into various subsections.

5.4.2.1 Teachers' autonomy

Most of the respondents felt that their autonomy had reduced with the passage of time and it was difficult for them to exercise their freedom in teaching practice. They could not bring modification in what was given to them to teach which stifled their creativity as teachers. Alan commented:

We don't have the freedom to exercise our own creativity. That's a big part of it, the hardest thing is that people enjoy teaching including myself is that you can express yourself and you can be flexible according to the needs of the students but now here the general idea is that don't express yourself, only complete the number of pages, only stick to the book and do your job.

This comment implies that Alan struggled in negotiating with the reduced autonomy and he was restricted to the book which negatively affected his professional self. Moreover, he linked teacher's autonomy with teacher creativity and classroom management. He thought that teachers' struggle for autonomy inhibited teacher's creativity and it could be detrimental for classroom management as well. Adding to that Shahriar believed that low degree of autonomy had a devastating impact on him as a teacher and he felt dejected for

not fulfilling his duties. He believed that the prescribed classroom practice and lack of teachers' control was likely to spoil teachers' motivation that was pertinent for him to be creative and could contribute positively to the learning process of their pupils. He seemed to be negatively affected in this situation and went through a tough negotiation process with his personal pedagogical beliefs and the current situation. Similarly, Zain shared his story of lack of teacher's autonomy in various pedagogical decisions he had to make in his day-to-day teaching. He believed that teachers' suggestions made no difference in policy making because he had to struggle with the issues of pacing guide and course coverage no matter what exceptional situation might arise. However, Mohsin warned that it could be damaging for students' learning if all teachers were allowed to enjoy autonomy in their teaching practice. He considered that when teachers experimented with the teaching methodology and the curriculum, they might spoil the real purpose of language learning, so the autonomy should only be allowed for certain senior teachers.

Autonomy shouldn't be encouraged at all levels. You have to have it in particular groups. You know that these are the senior teachers and let them experiment with different things. If something comes nice and very concrete and solid extract it and implement it in the other classes and give training based on that to the other novice teachers, who are teaching here.

Mohsin's comment implies that he was reluctant in letting other teachers to experiment in their teaching practice as it might have affected students' learning. In brief, these results imply that prescribed curriculum posed a challenge for teachers' autonomy that negatively stifled their creativity and motivation.

5.4.2.2 Conformity culture

The participants shared a variety of experiences which highlighted different tensions teacher went through to conform to the strict rules and policies at the ELI. Alan believed that the administration was not in touch with reality which caused a lot of struggle for teachers. He felt that he worked in a dictatorial environment. He added:

There isn't a lot of support for the teachers. I think it's more I don't want to say dictatorship but something like more about ruling class and there is a caste system or something like that. So, you can't touch us, so you will be untouchable to the end.

Alan expressed his concern about the existing caste system practiced at the ELI in which some untouchable ruling class issued orders and the others had to follow. He further experienced that the administration did not trust teachers and make rules and policies based on generalizations which demotivated teachers. Mohsin believed that to survive in this context he drew certain conclusions by observing the culture. He put it:

... you cannot defend yourself you cannot say do what you want. You got to follow the rules you got to follow the protocol, you got to follow what you asked to do, and you are paid to do that, and which is absolutely logical, I think... they will really be polite with you when they talk but they will provide you with the task and you will have to do it. You can't say no. You will face problems if you don't get it. I mean they give you a task you got to do it and that's what your job is, whether you feel comfortable with it or you don't, but you have to do it.

Mohsin found it important to conform with the established routines to survive in the context and he believed that it was quite logical as he was paid to do it. However, he also found it challenging to conform to the policies and keep the students motivated as the same time. Similarly, Shahriar complained that due to red-tapism, nobody bothered to deal with teachers' problems and he always found himself struggling in dealing with the institutional requirements and the realities of the classroom. Zain shared that he understood the work culture quite early and always tried his best to do everything professionally. He believed that he had never shown any weakness on his part because it could be harmful for his job. He remained conformed with the rules and policies in a tactful manner. Overall, the results indicate that the participants realize and understand the sensitivity of conformity culture and try their best to negotiate between the *world* of administration and the *reality* of the situation. The next sections dealt with an

important issue of administration's expectations from teachers and the way they negotiate with these expectations in the current setting.

5.4.2.3 Expectations from teachers

A common view amongst interviewees was that the administration held high and unclear expectations from the teachers which was a big challenge for them. These ambiguous expectations from the teachers caused frustration and put them in struggle to find the goals and direction for the future. Alan felt frustrated due to unclear expectations and commented:

It's a bigger issue at the ELI that the expectations aren't clear. So, it's very frustrating... I don't know their expectations in terms of teaching if there are any it's not the same for everybody. They mentioned something about they are going to judge teachers according to how successful the classes are which is again I don't find fair at all. I think it's ridiculous because you got a variety of classes.

Alan thought that this ambiguity in expectations from teachers was also problematic as they were not clear what they needed to do to perform better in implementing the curriculum. Moreover, there was no uniformity in setting the expectations from teachers and different teachers might have different expectations. Similarly, Mohsin maintained that he did not know what he was expected to do best in his teaching and in implementing the curriculum. He seemed unsatisfied from the current curriculum as he felt that for developing students' learning the current book was not of great help as students were not developing any skills. Likewise, Shahriar narrated that the administration set unreasonable goals for teachers and it was very difficult for teachers to meet these goals.

Teacher all over the world are being deemed as a facilitator. It's not that the whole responsibility devolved on his shoulders if students don't learn. We have heard it so many times by the senior management that if students fail, they don't fail because of their negligence or they don't fail because they are demotivated, they don't fail because there are certain things which they need to be made aware of right at the very basic junior level.

Shahriar's comment indicates that administration blamed teachers for students' failure and they were expected to be responsible, but no responsibility was rested on students for their failure. Overall, these results suggest that these unclear and high expectations from teachers for implementing the curriculum seemed troublesome for them to perform their duties creatively and independently. The next section of the findings was concerned with teachers' participation in curriculum related decision making in the context of the ELI.

5.4.2.4 Teachers' participation in decision making

Most of the participants were of the view that they had nothing to do with decision making in current settings. They believed that all the decisions were made by the administration and their opinions were rarely solicited for curriculum related decisions. Alan believed that lack of teachers' involvement in decision making could be demotivating for the teachers and it might refrain them from internalize and make the new policies a part of their belief system. Likewise, Mohsin and MoSalah asserted their lack of participation in decision making. Mohsin remarked that *"all these decisions are made in the offices, with the administration."* Adding to that, Mo Salah opined, *"I have nothing to do with that. As a teacher, you just teach in the class. You might be asked about things but it's only the feedback, but you don't get the chance to decide what policies they should apply."* Correspondingly, Shahriar narrated his story and asserted that during his tenure whenever teachers' opinion was sought, it was mostly ignored in any administrative decisions.

The management decides each and everything on their own. Teachers' participation is just minimum. For the last 6 or 7 years, I haven't seen like anybody coming and consulting with the teachers, making some serious notes and then whatever teachers propose... I haven't seen any implementation or application whatever is suggested by the teachers.

Shahriar's comment indicates that teachers felt discouraged when their opinions were invited but not considered in decision making. Together these results

suggest that reduced teachers' autonomy in their teaching practice, ambiguous and high expectation from the teachers, and lack of teachers' participation in curriculum related decision making had a damaging influence on teachers' performance. The next section of the results was concerned with tensions teachers went through during curriculum implementation process.

5.4.3 Tensions in curriculum implementation

One of the most recurring themes of this study was the impact of curriculum implementation on teachers' professional identity. A number of issues related to curriculum implementation were identified in the teachers' narratives which significantly influenced their professional identities. This section is further divided into subsections.

5.4.3.1 Teachers' attitude to curriculum change

The majority of the interviewees expressed the belief that they were uninformed about the change in the curriculum. They were on summer vacation in their respective countries and on their return to work they came to know that the curriculum had changed, and they were asked to teach the new book. Shahriar commented:

I was on the summer vacation and before this summer we were teaching Headway. We were having fun with our families during the summer and when we came back instead of Headway this Cambridge book was handed over to us and we were told to teach it now onwards.

It was surprising for most of the teachers to know about the change in curriculum. Alan said that he was not aware of the content and methodology of the new book and he was supposed to attend the training sessions on teaching the new book just prior to the new academic session. Similarly, Mohsin was not communicated about the change in curriculum and he also came to know about the change on his return from vacations.

However, some of the participants were of the view that although there was no communication about the change, yet it was not a big change for them. They thought that this change in curriculum did not affect their teaching much. Alan found this change nice because the book got old. Additionally, Mohsin felt that change in curriculum was a management related issue and it was not advisable to involve teachers in such decisions because *“if there are 70% of the teachers saying that bring this book and all of them are novice teachers and they are not expert in content writing and for content analysis”* then it could be damaging for students’ learning. In summary, these results show that it was shocking for teachers when they were not communicated about the change in curriculum and it was surprising for them to start the new academic year with a book. However, they were of the opinion that the change was appropriate and needed. This lack of communication about the change in curriculum could be damaging in implementing the curriculum as teachers were the key players in this regard. The next section deals with the teachers’ perception of and negotiation with the two EFL textbooks.

5.4.3.2 New Headway Plus to English Unlimited

All the participants were of the view that New Headway Plus was a better book for students as it contained properly sequenced lessons, realistic and interlinked themes, and plenty of interactive activities for language practice. Alan thought that it was a better book especially for the lower level students:

I think New Headway Plus is better for lower students. It broke things apart more. It wasn’t as integrated as the book we're using now. So, there was very clear speaking section... this is gonna be about writing. This is gonna be about listening. It was more subtly categorized what we have now.

Alan felt that New Headway Plus was easier to understand for the students because every skill section was clearly separated which was convenient for both teachers and students to follow. Similarly, MoSalah found New Headway Plus was really interesting and effective because it came with useful supplementary

material. Likewise, Mohsin considered New Headway Plus a more comprehensive book as it covered every topic quite in detail. He remarked:

I think that book has some sort of really nice input activities mean solid vocabulary, the extended tasks were easy to handle, production tasks. The themes were interlinked as well, not the way this book has but quite connected book... if there is a grammar topic it has been discussed in detail and there were lot of exercises... There is lot of discussion on it.

The excerpt above indicates that New Headway Plus was better organized and there was not a lot jumping from one skill to the other, each skill was properly practiced with appropriate exercises. Correspondingly, Shahriar and Zain felt that New Headway Plus was easier to implement in the class and contained real-life themes that were easier for students to personalize and contextualize in learning the language. Shahriar believed that New Headway Plus had more clarity in conveying the concepts and ideas and it was not difficult for teachers to understand. Zain was of the view that real-life topics were a strength of New Headway Plus:

I love this book because all the topics were chosen from the real life... All the vocabulary that it teaches belongs to the students' real life and the students once they sincerely try to go through this book, it can bring about revolution in their life. Nothing is weird at all.

Zain considered that the real-life themes were easier for students to contextualize in language learning which was a key strength of the book. This suggest that it was easier for students to personalize and contextualize these topics. Overall, these results indicate that it was pertinent the way teachers perceived the content they were teaching in their classes. Teachers' positive perception of the book was likely to affect their efforts in implementing the curriculum in the classes.

Two divergent and often conflicting discourses emerged regarding the use of English Unlimited. The participants shared the pros and cons of using English Unlimited in the context of ELI. A common view among some of the participants

was that English Unlimited was an up-to-date book which was written by focusing on the Arab learners. Mohsin appreciated the book because it contextualized every lesson and carried the same theme and contained modern vocabulary. Similarly, MoSalah believed that the book was written with a specific focus on the Arab learners by using the Cambridge Corpus and addressed the real issues the Arab learners faced in learning the language. Alan also found the book suitable for appropriately placed students. He put it, *“I think it's better for students who are at their appropriate level which is not as many as we hope but definitely for the advanced students it's better and better the way it integrates the skills.”* Alan also acknowledged the way this book integrated the skills for advanced students. These results suggest that teachers appreciate English Unlimited because it was up-to-date, suitable for appropriately placed Arab students and contextualized the languages effectively.

On the contrary, the participants highlighted various tensions and challenges they faced in dealing with English Unlimited in their teaching practice. Zain disliked teaching English Unlimited because it had inconsistent capitalization, unreal themes, and weird practice activities. He found it frustrating when he had planned his lesson by putting a lot of hard work but because of the weird nature of the content students made fun of him. Likewise, Shahriar narrated that he was not a big fan of this book and felt that English Unlimited contained vague concepts, some cosmetic changes, inappropriate activities, and it was also culturally unsuitable for the Saudi learners. In addition, Mohsin supposed that this book was a challenge for the learners because it was heavily context-based, text-based and task-based which made it difficult for the learners to deal with. In brief, teachers found it challenging to deal with content and methodology of the new book which seemed to affect their performance in the class. In summary, these results show that it is pertinent for teachers to rationalize the content they were teaching in the classroom so that they could satisfy their learners with valid reasons for language-related information provided in the book.

5.4.3.3 Challenges of pacing guide and prescribed teaching

A number of issues were identified related to the application of pacing guide for the standardization of course coverage at the institute. The participants highlighted various tensions they experienced in following the pacing guide for curriculum implementation. The fast pace of course coverage as prescribed in the pacing guide was considered a challenge that teachers were facing in their teaching. Alan pointed out that pacing guide was a challenge for teachers because it was too fast to follow especially with repeating students. He found it detrimental for teachers' freedom in their teaching practice. Mohsin and Zain identified the lack of flexibility in following the pacing guide was a challenge for teachers even in unexpected circumstances. They seemed to face the challenge of negotiating with what they felt important for the development of their students' language and what was prescribed in the pacing guide. Similarly, Shahriar experienced an adverse effect on learners' autonomy and teachers' creativity in following the pacing guide.

Learner autonomy is perhaps the most important thing which unfortunately, if the book provides with all this but the pacing guide does not. So, as a result, as a teacher you are supposed to be a machine...Whatever you are assigned for that particular day you are supposed to do it like ABCD...whatever he [a teacher] is told he has to do it like a robot. Both the book and the pacing guide they actually curtail that creativity which is a salient feature in teaching... Pacing guide is highly artificial because it's virtually impossible for me as a teacher to teach three units or sometimes two and half units in one week.

Shahriar compared teachers with robots and machines as they struggled in negotiating with their personal pedagogical beliefs and the prescribed pace of the course coverage. He challenged the policy of prescribed teaching and highlighted its damaging effect on teachers' selves. Overall, the results indicate that teachers are forced to compromise not only on their creativity and autonomy in teaching but also on the true spirit of the curriculum that is being implemented when asked to teach according to a strict pacing guide.

5.4.3.4 Tensions in Communicative Language Teaching (CLT)

Most of the participants indicated that they tried to follow the methodology mentioned in the teachers' book but most of the time they preferred to improvise the methodology due to various factors such as students' proficiency level, availability of time and the nature of content. MoSalah was quite flexible in his teaching methodology. He mentioned a gradual transition in his teaching methodology from module one to module four. He narrated:

My approach is different in a way it is not fixed, its flexible, its changing and it's adapting to the class that I am teaching. In the beginning of the year when I have motivated students yes, I am very close to the book but by the end of the year when I have those repeat classes who really want to pass the exam not to learn English like English as a culture or to develop their skills.

MoSalah tried to practice CLT in its true spirit with motivated students in the beginning of the academic year but at the end of the year his methodology focused more on the strategies that could help students pass the exams. Likewise, Mohsin loved to play with the methodology. He believed that English Unlimited promoted task-based and discovery-learning approach which became a challenge for both teachers and students to deal with. He adapted his methodology depending on the proficiency level of the learners and the time-allowed. He said:

I use different bits of all the approaches and methodologies when teaching. I sometimes, use a bit of silent way sometimes, I use kind of suggestopedia. I sometimes, bring in realia. Sometimes, you just do activities which are community-based... for this context, if I say situational language teaching works wonderfully well... It [methodology] also depends on the level of the students as well.

By keeping students' proficiency level in mind, Mohsin improvised with the suggested methodology and used Arabic for contextualizing the lesson in his teaching. Shahriar mentioned that CLT was preferred at the ELI because it was more student-centred. However, he said that CLT was only practiced on the day of classroom observation. He pointed out the hinderance in applying CLT in the

classroom. He found it challenging to practice the methodology when a large number of students stuck in the bolted chairs. Similarly, Zain mentioned that he enjoyed practicing CLT when students were engaged in pair and group work. Taken together, these results suggest that teachers preferred to use CLT as methodology in their daily teaching practice but due to various factors they seemed to improvise and adapt their teaching methodology while implementing the curriculum. The next section deals with the tension teachers go through while dealing with student assessment in curriculum implementation.

5.4.3.5 Teachers' perception of student assessment

Majority of the participants were of the view that the assessment was quite unfair because students could not understand the assessment expectations. Moreover, students opted to cheat in exams to get rid of the assessment requirements. In this regard, Alan noted that it was difficult for students to understand the writing assessment rubric in English and he suggested that they could be provided with an Arabic version of the rubric. He asserted the need to clarify what the institute expected from the students in their assessment by providing them with an opportunity to understand the rubric on which they would be assessed. Moreover, Mohsin and Shahriar questioned the assessment system by mentioning that students were favoured to pass the exam. Mohsin felt that the assessment system was deliberately made easy for the students so that they could be pushed to join different faculties. Shahriar narrated a shocking story when his students bribed him to help them pass the exam. He put it:

It happened to me last year that a group of students when everybody was gone came to me and they took out their wallet and they showed me the money and they said teacher, their English was pathetic. With the help of Google translator, they were trying to explain to me that take this money and help us in the exam. I was shocked... They said because we just have to pass this exam and it has already happened in the ELI probably.

Shahriar's narrative reflected his tension posed by the assessment system and pushed students to take this weird and immoral step of bribing him to help them

pass the exam. Zain affirmed that teachers had nothing to do with students' assessment because all tests were made and carried out by a specific unit. In brief, teachers struggled with the assessment system which posed various challenges in their teaching practice and seemed to threaten their pedagogical beliefs. Together these results provide important insights into the factors that affect students' assessment and the way this assessment process poses challenges for teachers in implementing the curriculum in its core. In the next section, the findings on the influence of contextual factors on teachers' professional identities were discussed.

5.4.4 Impact of contextual factors on teachers' professional identity

The contextual factors played an important role in shaping EFL teachers' professional identities in their negotiation with the curriculum implementation. In majority of cases, the participants found themselves in challenging situations in dealing with the tensions posed by various contextual factors. The influence of these contextual factors on teachers' professional identities is further subdivided in different sections. The first subsection deals with the influence of issues related classroom management on teachers' professional identity.

5.4.4.1 Classroom management

The participants, in general, felt that they could manage their class quite well and built good rapport with their students in their teaching practice. However, majority of the participants found themselves struggling in managing their classes due to various reasons. They reported issues like problems in attendance, use of mobile phone, large class size and mixed-ability classes etc. caused problems in their classroom management. Concerning this, Alan revealed that he applied the technique of *focus distraction* and believed that as long as he kept his students busy, he faced less classroom management related issues. MoSalah, however, narrated his struggle related to his classroom management. He felt that he did not have authority to do anything regarding students' use of mobile phones during the instruction. He realized that there were many limitations he was negotiating with while managing his class. Similarly, Mohsin and Zain also reiterated the use

of mobile phone in the class as a challenge in managing the class. They asserted that the use of mobile phone distracted students and hindered the teaching/learning process. Mohsin tried various strategies to keep students away from the use of mobile phone in the class but he struggled a lot and negotiated to keep a balance in getting students' attention and allowing them to use reasonably. In addition, he also highlighted the issues of students' attendance, use of L1 and the large class size in his classroom management. Furthermore, Shahriar accentuated the issues of mixed-ability classes, immovable chairs and the students' rude behaviour that posed a challenge for him in dealing with his classes. He felt that these issues waste a lot of his energy and effort that could be utilized in other purposeful activities. He pointed out:

...there are always classes with mixed abilities, there are some students who are more competent than as compared to some other students who are less competent...I found it really very hard to mix those students because on the higher side, the students were very good for level 1 and on the lower level there were students on a very literacy level...Now, for this kind of class you are given two months and you are supposed to teach that particular book to both level of students which I believe is difficult for almost impossible for any teacher because if you go according to one pace the others would think that either lagging behind or they would lose interest because they feel that they know everything whatever teacher is teaching.

Despite Shahriar tried his best to keep a balance in his teaching, he found teaching the mixed-ability classes, keeping up with the pacing guide, and maintaining students' interest in language learning a challenge. In brief, they viewed their current situation rather unfulfilling because despite their best efforts, they felt lack authority in making things better for effective teaching/learning classroom environment. The next section will present an important finding of students' demotivation that significantly influences teachers' professional identities in their efforts in implementing the curriculum.

5.4.4.2 Students' demotivation

The participants expressed great concern regarding students' demotivation and its impact on their teaching practice. They found it a crucial contextual factor that

hindered their efforts in implementing the curriculum in the classroom and at the same time it posed a great challenge for them to negotiate with it to execute the curriculum in its best form. Regarding this, Shahriar shared his narrative how he found himself in a challenging situation in dealing with students' demotivation in his teaching practice. He put it:

Teaching Saudi students itself is very challenging because they are not motivated both intrinsically and extrinsically. So, this is the first challenge a teacher has to face when you come here, and you come with a mission or with a notion that at the end of day, you will have to deliver something but inside the classroom the attitude is sometimes so negative and so demotivating that you are forced to believe that you are probably failed yourself as a teacher.

Despite all his effort to make his students realize the importance of the language learning, Shahriar believed that students' lack of motivation seemed to have a strong impact on his professional practice, and he started believing himself a failure as a teacher. Zain also found himself in a similar situation and he narrated his experience of teaching repeating students who were left with no motivation to learn the language. He commented:

I was teaching in module four and unfortunately, all the students were repeaters and it was the last chance for them if they pass, they would go to their colleges if they didn't pass, they will have to be expelled out of the [university]. You may say that they have availed themselves all the chances and it was the last chance for them to stay at university or go home. They were four-or-five times repeaters and the big challenge was that they wanted me to make them present and they wanted to skip the classes.

Zain's struggle to cope up with this situation demanded a lot of effort to focus on his teaching and keep a balance between students' needs and the demands of the curriculum. Overall, these results indicate that students' demotivation to learn the language poses a great challenge for the teachers and they experience great struggle especially in dealing with the repeating students who are least motivated in their educational endeavours. In the next sections teachers' perception on native and non-native English-speaking teachers in the current setting was discussed.

5.4.4.3 Issue of native (NESTs) and non-native English-speaking teachers (NNESTs)

The participants revealed that there was a clear divide between native and non-native English-speaking teachers at the ELI. Native and non-native English-speaking teachers were received differently both by the administration and the students. Alan compared NESTs and NNESTs and stated that NESTs were stronger in general usage of the language and NNESTs were stronger in grammatical usage. Alan acknowledged that NESTs had a bias against NNESTs because of their strong accent. He shared that the students usually felt happy when they see a NEST in the class. He put it, *“When I come into the classrooms as an American, they (students) are generally happy to see a native speaker... Students' perception is that a native speaker is going to help them more or something like that maybe.”* Alan also affirmed that the administration also showed biased attitude NNESTs. Alan believed that NESTs name was used as a tag to show the external world. Similarly, Mohsin experienced the administration's biased attitude towards NNESTs. He said:

I don't get what the native teachers get. It means in terms of incentives and salary. Although, we work double the amount natives... as compared to native teachers we do what they want, and we do at par with native teachers which means we've got all the skills, we've got all the qualification, but I feel that we are not given our due respect or rather I'd say in terms of money, in terms of salary, we deserve more we are not given that.

Mohsin felt that he was not given the due respect that could negatively affect his self-respect and discourage him to perform his best. Adding to this, Shahriar also experienced *a big yawning gap* the way NESTs and NNESTs were being treated at the ELI. It was quite shocking for him to know the difference in treatment and he found it discriminating to treat someone based on his nationality or passport. He found that it was a normal question to ask a teacher about his nationality and it showed that students had deeply entrenched preconceived notions regarding teachers of various nationalities. He reported that his NNESTs experienced humiliating attitude from students as:

... they (students) scoff at them. Sometimes they laugh at them. Sometimes they just mimic their accents. So, I believe in Saudi Arabia it's pretty stereotypical but probably they've been briefed right from the beginning that native teachers somehow hold superiority over non-native teachers which is completely baseless and groundless.

Shahriar felt depressed because of the insulting attitude of students for their NNESTs. These results suggest that there is a clear divide the way NESTs and NNESTs are treated both by the administration and the students. The discriminatory attitude towards NNESTs is quite discouraging and humiliating for them. The next section focused on the impact of administrative policies on teachers' efforts of curriculum implementation and the way these policies influenced their professional identities.

5.4.4.4 Administrative policies

The participants felt that administrative policies had a strong impact on their teaching practice. They found themselves negotiating with various challenges posed by the administrative policies and realized that these policies influenced their teaching selves in implementing the curriculum. Alan observed that his job had become harder and harder with the passage of time because of more scrutiny. He said, *"I think the job here has gotten harder and harder. It's gotten less fulfilling over the years. It requires more time the same pay and there is more scrutiny now as compared to before"*. He felt that more restrictions from the administration had made job the less fulfilling and more demanding. Likewise, Mohsin perceived the uncertain institutional policies a challenge for his stay at the ELI and felt that this situation kept him always on the toes all the time. He said:

One of the challenges is the job security mean every year you not sure whether you are staying you not sure whether it will be the institute's decision to send you back home or it will be the government's decision to send you back home. This is something which keeps on teasing you and never lets you settle down at a particular place. You can't plan for a couple of years for 3 or 4 years.

Mohsin's concern regarding the uncertainty of the job did not allow him to relax and he felt pressurized which affect his efforts to perform his best in his job. Adding to this, Shahriar perceived that the administrative policies were not uniform, and teachers were treated as persons instead of professional teachers. He stated:

... [the] ELI is a place where its more about you as a persona rather than you are being a qualified English language teacher. So, it makes a huge difference when you come here, and you think you are a professional teacher and you will be judged based on your competency as a teacher but when you come here you see that this is the least thing they take into account. There are so many other things I mean this incompetency of judging a teacher at one level or the other is so demotivating.

Shahriar experienced demotivation when he was judged on minor things which did not affect his professional competence. Overall, these results suggest that teachers' professional identities are significantly influenced because of various administrative policies and teachers felt a detrimental impact of these policies in their efforts to execute the curriculum.

5.5 Chapter summary

This chapter presented the findings of the study to answer the research questions. The analysis of the data revealed four major themes such as becoming EFL teachers, teachers' agency in curriculum implementation, tensions in implementing the curriculum, and the impact of contextual factors on teachers' professional identities. The majority of the participants had decided quite early in their careers to choose the ELT profession and they studied ELT as a major in their universities. The participants reported that they lack power, control and freedom in their teaching practice that negatively affected their professional identity in implementing the curriculum. In addition, the teachers also faced various tensions in negotiating with their efforts in curriculum implementation. In majority of the cases, these tensions seemed to create adverse effect on their professional selves. Moreover, the study reported various contextual factors

associated with the curriculum implementation process significantly influenced teachers' professional selves. The next chapter will further discuss these findings in the light of the literature.

CHAPTER 6 DISCUSSION OF FINDINGS

6.1 Introduction

The study aims to explore the EFL teachers' professional identity construction process in the context of their efforts in curriculum implementation. The study intends to deepen the understanding by investigating the way teachers choose to become EFL teachers, the tensions they experience in implementing the curriculum, and how the contextual factors influence their professional identities. The purpose of this chapter is to provide an in-depth discussion on how the findings of the present study can contribute to the understanding of the process of EFL teachers' professional identity construction in curriculum implementation in the Saudi context. Prior to such in-depth discussion, it seems relevant to revisit the research questions the study seeks to address.

The main research questions guiding this inquiry are:

- How do EFL teachers construct their professional identities in dealing with curriculum implementation policies?
 - c) What tensions and challenges do EFL teachers negotiate during their efforts in the context of curriculum implementing?
 - d) How do contextual factors shape EFL teachers' professional identities during their engagement with curriculum implementation policies?

As mentioned earlier, the main purpose of this research is to explore the EFL teachers' professional identity construction process in the context of their efforts in curriculum implementation. For this, this study specifically focused on the tensions and challenges the EFL teachers negotiate during their efforts to

implement the newly introduced curriculum in the current settings. In addition, the study also examined the contextual factors that contributed to shaping the teachers' professional identities in the context of curriculum implementation.

The findings of this study provide important insights in addressing these research questions. As discussed in Chapter 5, the participants' past experiences have contributed significantly to shaping their professional identities as they have experienced various struggles and challenges in their early life and educational careers. These results indicated various factors that motivated them to choose ELT as a profession and how their intrinsic and extrinsic motives were similar to or different from each other in becoming TESOL professionals. It is also crucial to note that teachers' past experiences impacted significantly their current practices and they relied considerably on these experiences for making decisions in their routine instructional practices.

In addition, the EFL teachers faced multiple challenges in their efforts to negotiate with the curriculum implementation process. In this regard, one of the recurring themes in this study was the lack of teachers' agency in curriculum implementation. The lack of teachers' agency can be identified through their sense of decreased control, autonomy and participation in decision making in the context of curriculum planning and implementation and their routine instructional practice. The results indicated that the teachers felt that their autonomy had reduced with the passage of time due to their struggle with prescribed curriculum (pacing guide) which had negatively influenced their pedagogical creativity. The conformity culture had also questioned the teachers' identities as they had to strictly conform to the rigid administrative policies at the ELI that forced them to negotiate between the reality of administration and the reality of the classroom. This negotiation process became challenging when high and ambiguous expectations from administration created more confusion for the teachers regarding their role in the implementation process and how they have performed their duties creatively and independently. Moreover, the teachers' lack of participation in curriculum related decision making posed a serious challenge to

their agency in the current settings. It was not easy for them to rationalize this external change and they found that the decision was solely made by the administration and their opinion was not solicited. As a result of this lack of participation, the teachers were in a state of shock and disbelief which could be damaging for their self-respect and identity at large. Furthermore, the majority of the teachers were of the view that NHPSE was a better book for the students due to its methodology and lesson format however, EUSE possessed a complicated lesson sequence and task-based methodology that created a significant challenge for them to negotiate and teach. In brief, there were multiple tensions and challenges that the teachers encountered during their efforts in implementing the TESOL curriculum in the current settings. These tensions and challenges influenced their professional practices and contributed significantly to a weaker professional identity.

The second important area this study focuses on is related to how the contextual factors influence the EFL teachers' professional identities in their efforts in curriculum implementation. The results indicate various contextual factors that contributed to shaping the teachers' professional identities. These factors include issues concerning classroom management, students' lack of motivation in learning the language, dichotomic relationship between NESTs and NNESTs and strict administrative policies. Generally, the participants believe that they could manage their classes quite well and built good rapport with their students. However, it was troublesome for them to deal with issues like problems in attendance, students' use of mobile phone in class, large class sizes, students' use of L1 in communicative activities and mixed ability classes. They felt that they had to deal with these classroom management issues on a daily basis and this was often stressful for them. Moreover, students' lack of motivation became a serious challenge for the teachers, and they found this lack of motivation a damaging factor for their teaching practice, creating an atmosphere in which the participants started believing themselves to be failing as teachers. In addition, the participants revealed that NESTs and NNESTs received a different treatment from the administration and students. This dichotomic relationship between

NESTs and NNESTs was not only perceived as discriminatory but also discouraging and humiliating particularly for the NNESTs. Lastly, it was highlighted that harsh administrative policies had a negative impact on the teachers' professional selves and these policies hindered their efforts in curriculum implementation. The teachers had to struggle to keep a balance between what they were asked to do and what they believe was effective for their teaching and for their students' learning. To conclude, the EFL teachers' professional identities were constructed and reconstructed due to various contextual factors and mostly these factors had contributed to negative and conflicting professional identities.

The initial analysis of the data suggests that the participant teachers' professional identities are continuously reshaped and significantly affected in their efforts of curriculum implementation. In this regard, the chapter is divided into following subsections. First, how and why teachers choose to become EFL teachers is discussed. Then, an analysis of teacher agency and its relationship with professional identity is presented. The third subsection presents an analysis of teachers' negotiation with the institutional expectations and their impact on teachers' professional identity. The fourth section debates on the importance of teachers' participation in curriculum implementation and its influence on their identities. The fifth subsection deals with the way teachers respond and resist to externally imposed curriculum change policies and their influence on teachers' professional identity construction process. In the sixth subsection, teachers' perception of and negotiation with the problematic nature of prescribed EFL curriculum is debated and teachers' struggle to cope up with the emerging tensions is highlighted. The seventh subsection deals with the issue of teachers' self-efficacy and the way it is weakened due to the administrative policies and students' low-level of motivation. In the last subsection, the NEST/NNEST dichotomy is problematized in order to highlight its damaging effect on teachers' professional identities.

6.2 The impact of past experiences on teachers' professional identity

The present study intended to explore EFL teachers' professional identity through analysing their narratives of experience in dealing with curriculum implementation. During this process, the participants shared their narratives related to their early life experiences and the way they decided to become a teacher. This research found that the participants went through various challenges during their early life and educational career. In addition, the results indicated that the majority of the participants decided quite early in their lives to become EFL teacher therefore, they studied the relevant courses in their universities. It was interesting to note that their intrinsic and extrinsic motives to join the profession were quite different however, they enjoyed ELT as a profession. The present findings seemed to be consistent with the research conducted by Britzman (1985), Crow (1987) and Woods (1986) which found that the teacher participants were noticeably influenced in their classroom practice the way they conceived what it meant to be a teacher. They reported that the realities and fantasies related to teacher identities played an important role in later development of teaching practice. Alan was greatly influenced by his teachers and always looked up to them and he took the exhibited skills from his teachers and incorporated in his practice. However, Zain and Mohsin were negatively influenced from their rigid educational experiences but they were able to break free of the unsatisfactory teaching methods under which they had been taught. They made every possible effort and tried to avail various opportunities to develop as effective teachers. In addition, Datnow and Castellano (2000) argue that individual teacher's ideologies, which according to Fullan (1991) consist of teacher's beliefs, values, early schooling, past experiences and life in general, significantly affect educational reform efforts. These findings are in harmony with Fullan's (1991) idea that teachers who witness their ideologies are in agreement with the suggested change typically support the reform process, otherwise they resist to the reform process when they find that their values are threatened and their beliefs are taken-for-granted. The participants in the current study showed tacit resistance because they found that their ideologies were not considered

prior initiating the change process. These findings corroborated the ideas of Samuel and Stephens (2000), who suggested that contrary to their negative schooling experiences, the participant teachers saw the advantage of being exposed to various teaching methodologies in their university courses. This motivated them to perceive themselves as agents of positive change in their teaching selves, rather than as victims of their rigid schooling.

On the contrary, these findings were not in agreement with Knowles' (1992) findings which showed that past experiences substantially influenced teachers' early classroom behaviour. Moreover, it was also reported that early childhood experiences, initial teacher role models and earlier teaching experiences played a crucial role in shaping of self-image of a teacher. Contrary to Knowles' (1992) findings, the participants' narratives of the current research indicated that university experience was a strong component of teachers' role identity as a teacher. A possible explanation of this might be that the participants of the current study found their educational career quite challenging and struggled to cope with the difficulties posed by various segments of their educational settings. As Mohsin, Zain and MoSalah found it difficult to deal with English as a medium of instruction and wasted quite a lot of time. Similarly, Zain and Mohsin faced a lot of resistance from their families in choosing and studying the courses of their interest. However, the findings of the current study differ from Knowles' (1992) findings in a way that the participants of the current study reacted to these challenges quite positively which motivated them not only to become effective teachers but also to be role models for their students. To accomplish this goal, all the participants tried to make an effort to acquire all required skills necessary to be successful teachers. Therefore, they tried to refrain from negative influence of their past experiences rather they greatly influenced by their educational experience at the university which helped them to prepare for becoming a teacher. The section follows will deal with the factors that affect teachers' agency and its relationship with their professional identity.

6.3 Teacher agency and professional identity

The current study found that one of the major tensions EFL teachers experienced was that their professional agency was significantly stifled in their efforts in curriculum implementation which also influenced the formation of their professional identities. In particular, as the study findings imply that prescribed curriculum posed a challenge for teachers' agency and hindered their creativity and motivation in teaching. The findings of the current study are consistent with those of Vähäsantanen (2015) who suggested that overall the teachers believed that the curriculum reform was mainly planned by the administration and they felt that their opinions were not solicited. Therefore, they could not be involved in the change process and they perceived themselves just passive observers whose actions were directed by the external forces. On the contrary, they intended to play an active role in this process and contributed through their opinions and ideas that do matter (Lasky, 2005; Pyhältö et al., 2012; Veen & Slegers, 2006). This can be compared with the participants of the current study as they felt lack of agency in making things better in their teaching practice. Thus, all this can be conceived as the EFL teachers' weak agency in their efforts in curriculum implementation which suggests constructing weak professional identity. However, at the individual level, the teachers in Vähäsantanen's (2015) study did seem to exhibit a sense of strong agency in their teaching practice and they had adequate opportunities to practice their professional agency in making decision related to their teaching but this was not the case with the EFL teachers in the current study who mostly felt dejected for not fulfilling their duties due to lack of agency in their teaching. These findings suggest that professional identity negotiation can be perceived as a process which may involve confrontation between a teacher's prevailing professional identity and the designated identity. The latter emerges as a result of changes in professional expectations and demands concerning a teacher's work (cf. Billett, 2006; Sfard & Prusak, 2005). Despite their wholehearted efforts in teaching the students, the EFL teachers found that their professional identities conflicted with the institutional expectations pertaining to curriculum implementation. Not being adequate to meeting the

demands of the implementation agenda jeopardized teachers' sense of competency and confidence to practice their pedagogical skills, which can eventually be detrimental for self-esteem and identity of a teacher (see Ballet & Kelchtermans, 2008).

Nevertheless, the findings of the current study are not in agreement with Buchanan's (2015) findings which showed that the teachers "stepped up" to exhibit their agency because they understood that professional teachers should go above and beyond their perceived expectations of their roles. By stepping up their agency, teachers mediate and fit their professional identities with the demands and requirements of the institution. However, the findings of the current study indicate that teachers felt frustrated and challenged in dealing with the prescribed curriculum and they also found this situation detrimental to their classroom management. Unlike the participants of the current study, the teachers in Buchanan's (2015) study proactively dealt with the situation when they had a disconnect, or disagreement with their school regarding the implementation of the prescribed curriculum. They resisted (Gitlin & Margonis, 1995) and exhibited their "pushed back" agency by negotiating with the administration to find a common ground. These differences in results can be explained by exploring the possible explanations. One of the possible explanations is that teachers in the current study felt discouraged in expressing their concerns due to the professional cultural constraints in which lack of conformity could be considered a breach of job contract. Rather, they kept their frustration to themselves and struggled to mediate their professional identities according to the undesirable situation. Hence, the teachers' sense of agency was not tightly linked with their professional identities and they found ways to express their professional selves as they wanted to be that were consistent with their past teaching experiences. A possible explanation of this might be that when the EFL teachers found their existing professional identities in conflict with the institutional demands in implementing the prescribed curriculum, professional identity negotiation became more demanding and the teachers exhibited their professional agency in relation with their existing professional identities. Most of the EFL teachers seemed to be

reluctant to transform their identities to concur with the professionally expected identity linked with the curriculum implementation. Consequently, despite of changes in the teaching content, methodology and assessment, change was less likely to occur in their professional notions and interests. In other words, the teachers maintained their existing identities and at the same time they forced themselves to carry out the tasks required for the curriculum implementation. Conversely, Korthagen (2004) believed that teachers' professional identity is less likely to reshape than their existing behaviour. Overall, in agreement with some other researchers (Akkerman & Meijer, 2011; Day et al., 2006), the current research supports the notion that the teachers' professional identity is an ongoing process of negotiation in which teachers struggle to maintain a coherent and consistent sense of professional self by participating in various aspects of their professional lives. However, if there exists a conflict in teachers' pedagogical beliefs and the professional demands, teachers are less likely to attain coherent and consistent identities in the reform context. In general, a major finding of the current study would be that in the professional identity negotiation process, teachers' professional agency was compromised and stifled in their efforts in implementing the curriculum and they struggle to maintain it through various activities which was manifested as unstable and weak. The relationship between teacher agency, professional identity and curriculum implementation can be seen in figure 6.1. In brief, findings of this study highlight the importance of professional agency and the way it influences teachers professional identity construction process; social and professional demands alone cannot alter teachers' professional identities rather their own active involvement is mandatory (Beijaard et al., 2004; Day et al., 2006; Lasky, 2005). In the next section, the issue of teachers' negotiation with the high and vague institutional expectation is discussed and an effort is made to trace its link with their professional identities.

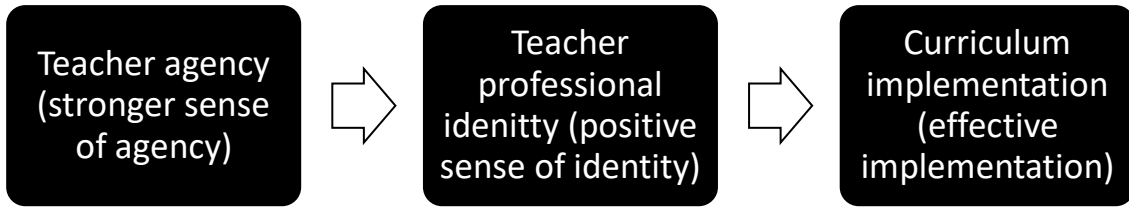


Figure 6.1. Relationship between teacher agency, professional identity and curriculum implementation

6.4 Negotiation between the high institutional expectations and teacher professional identity

As mentioned in the literature review that rapid changes in the educational settings require teachers to meet the high social and institutional expectations. These expectations often force teachers to negotiate between what is expected from them and what they believe should be done (Thomas & Beauchamp, 2011). The current study found that the high and vague expectations held by the administration posed a challenge for teachers and they felt frustrated because it put them in struggle to steer their way to achieve their future goals and objectives. The results of this study indicate that ambiguity in expectations caused confusion among teachers as they were not clear in their role in enacting the curriculum which hindered their creativity in their teaching practice. This finding corroborates the ideas of Mellegård and Pettersen (2016), who suggested that teachers felt that their teaching practice was under attack because they found themselves under immense stress due to prevailing anxiety that they were not doing the thing in the right way. It was also reported that teachers felt under pressure due to the high institutional expectations on certain areas of their teaching practice like assessment and documentation. Likewise, the participants of the current study

strongly felt their personal involvement in the curriculum implementation process which unmasked their feeling of frustration and anxiety to the change process. Hargreaves, Earl, Moore, and Manning (2002) explicitly highlight that there is an emotional involvement in almost every part of teachers' work. Currently, teachers, who were involved in curriculum implementation, uncovered their feelings of professional deprivation thus challenged their own professional identity. It is imperative to note that teachers under the pressure of high expectation became instrumental in their approach to the profession. As Mohsin believes that the administration lacked clarity in its goals because the current curriculum, he felt, did not contribute significantly to students' learning. Comparably, the teachers in the current study also noticed that their job was being bureaucratized, which put teachers in a stressful situation of not making a standardized delivery. For instance, the teachers found it confusing whether the administration intended to enhance students' language learning experience or just expected teachers to finish the specific number of coursebook units. Shahriar expressed his frustration by criticizing that administration set unreasonable goals for teachers and he found it unfair to deem teachers responsible for students' failure as they had nothing much to change what they were required to do. At this juncture, it is quite obvious that teachers' perceived world of curriculum change contradicts with the curriculum planners' intended plan of implementation which creates a site for struggle for teachers to negotiate between what they experience as curriculum implementers and the ambiguous administrative expectations. A possible explanation of these results can be lack of teachers' adequate emotional involvement in the change process which put teachers in a conflict with the demands of the administration. As Shahriar felt that he was expected not to question various decisions made by the administration and he was merely expected to follow what he was told. This tension indicates that teachers are going through a negative emotional and intellectual labour during the curriculum implementation process. Concerning this, Goodson (2003) argues that it is imperative not to ignore teachers' emotional and intellectual support at any point of the change process. The teachers in the current study articulated forcibly the way they saw their work, revealed their inner beliefs, and expressed their attitude

to their profession. The discussion above unearthed the perception that the administration was unaware of the teachers' emotional and intellectual baggage due to the administrative policies. Teachers perceived the curriculum to be excessively ambitious and remote from their experienced world which deviated their attention from fundamentals of the language teaching, and they wasted most of their instructional time in covering the specific number of coursebook pages. Hence, the discrepancy between the policy makers intended curriculum implementation world and the teachers internal lack of engagement with the policies is brought to the surface. In the next section, the importance of teachers' participation in curriculum change process is highlighted and the way teachers' lack of participation impact their professional identity is also debated.

6.5 Teachers' participation in curriculum implementation and professional identity

In reviewing the literature, a strong evidence is found that teachers play an important role in successful enactment of the proposed curriculum and one of the major factors in this success is often associated with the modes and effectiveness of communication and teachers' participation in the change process (Becher & Maclure, 1982; Brown & Land, 2005; Barrow, 2015; Lamie, 2005; Markee, 1996; McKernan, 2007; Nation & Macalister, 2009; Troudi & Alwan, 2010). According to Wenger (2000), identities are constructed during negotiations between our involvement in different forms of associations and the way we respond to these situations in a meaningful manner. He further argues that meanings are constructed in the process of participation and the way events and activities are interpreted in this process. The results of the current study indicate that teachers were not involved in any decision making related to curriculum change and all the decisions were made by the administration. This lack of teachers' participation in decision making was one of the major reasons for their demotivation in their teaching practice and it also prevented them from internalizing and making the new curriculum policies a part of their belief system. In this situation, teachers could not fully engagement in the meaning making process which challenged

their professional identity. The findings of the current study are consistent with those of Han (2016), Mellegård and Pettersen (2016), Troudi and Alwan (2010), Ling (2002) and Spillane (1999) who found that teachers perceived themselves as curriculum implementers rather than curriculum planners because they were not involved in the initial stages of the planning process. Han (2016) reported that one of the major factors in the failure of curriculum reform process was the discrepancy between the administrations' and teachers' contradictory perspectives and lack of communication between them to lessen the gap for successful implementation. In the educational contexts where a top-down management system operates, teachers lack the opportunities to participate in decision-making process (Kennedy, 1987), which consequently turns curriculum development into 'a simple, military style chain of command' (Johnson, 1989, p. 13). Shahriar experienced that during his stay of seven years at the ELI, he did not see anybody inviting his opinion in decisions related to policy making. In addition, Alan considers teachers' lack of participation in policy making a major demotivating factor for them. Spillane (1999) reported the importance of teachers' zone of enactment in their efforts in implementing the curriculum change by describing it as the zone in which teachers negotiate and operationalize the reform-driven ideas presented by the policy makers. The findings of his study affirm that for effective implementation it is imperative that all important aspects of change policy must become a part of teachers' zone of enactment. As it is reported by Penuel et al., (2007) that teachers perceived the curriculum implementation as a laborious task which required them to make vital changes in their teaching practices. Therefore, it is crucial, as the findings of the current study indicate, to ensure teachers' participation in this whole process for successful execution of these proposed policies at the classroom level and the way presence or absence of the participation influence their professional identity formation.

In addition, when teachers are asked to implement the externally imposed reform policies this does not exonerate them from determining the moral propriety of the change agenda. Consequently, teachers' moral judgments on these external instructions often implicate in, conceivably compromise, or even jeopardize their

personal and professional identity (Coldron & Smith, 1999). A possible impact of this lack of teachers' participation in decision making could be that they establish a weak commitment to the reform process (Johnson, 1989) which creates a situation where 'no change then takes place' (Kennedy, 1987, p. 164). Therefore, it is imperative to involve EFL teachers in the process of curriculum planning and their opinions are considered important so that the curriculum related conflicts can be addressed to facilitate them in their negotiation in and around their professional identities. The findings of the current study are congruent with Ling's (2002) findings who reported that teachers, who were responsible for the implementation, were not provided with enough opportunities to understand the principles and rationale of the reform policies prior to introducing the change process which impeded their understanding and ownership of the change policies. However, although beliefs are difficult to change, he states, when teachers are genuinely involved in the actual practice of the change, a change in beliefs seems possible. The current study supports the idea that teachers' strong sense of owning the change policies can positively contribute to the development of their professional identity. In the next section, the way teachers resist to the change process and its impact on their professional identity is discussed.

6.6 Tacit resistance to change and teacher professional identity

Prior studies that have noted the importance of teachers' understanding of the objectives of the newly implemented curriculum for its successful enactment at the classroom level affirm that one of the major factors in this process is the way teachers' respond to the appropriacy and applicability of the policy (Bantwini, 2010; Penuel et al., 2007; Smit, 2005). On this point, Shihiba (2011) argues that the process of curriculum enactment and the classroom practice can notably be affected the way teachers perceive the curriculum. So, it is imperative to acknowledge teachers' role in the enactment process is critical as their perception and beliefs can influence their positive attitude and execution of the policies in their teaching practice (Hardman & A-Rahman, 2014). The current study found that teachers expressed mixed feelings on the initiation of the change

process, and they found it shocking the way the change was communicated yet they felt that this change did not affect their teaching much. This study also reported that teachers expressed tacit resistance to the change process because the methodology and the content of the newly introduced textbook posed a challenge for the teachers in the time-restricted Saudi teaching context. The tension of applying the task-based approach in the low-motivated EFL classes challenges teachers' professional identity because they felt the stress of being blamed for not covering course within the specified time. The results also indicate that teachers found New Headway Plus a better book than the English Unlimited because the latter posed many challenges in their teaching practice which affected their professional identity negatively. The findings of the current study are consistent with those of Troudi and Alwan (2010) who reported the similar findings. The teachers expressed contradictory feelings for the change in the curriculum and seemed to feel frustrated on reflecting their role in the curriculum development. Some teachers found change in curriculum a positive move because they would deal with more up-to-date material now. These contradictory feelings during the change process are also presented by Romanowski, Ellili-Cherif, Al Ammari and Al Attiya (2013), who reported that teachers found one aspect of the change exciting but also they felt depressed by the other aspects of the change. The teachers in the current study were quite upset by their lack of participation in the change process and they found it frustrating as they were not informed about the change process well in time. However, some of the participants welcomed this change because they felt that an up-to-date book was needed. Mohsin declared the change a positive sign as he might get an opportunity to experiment with the newly introduced textbook. Similarly, Fullan (1993) noted that teachers often react to curriculum change paradoxically or 'seemingly incompatible pairs' (p. 6). These results suggest that it was shocking for the teachers when they were not consulted about the change in curriculum and it was surprising for them to start the new academic year with a new book. However, they were of the opinion that the change was appropriate and needed. This lack of communication about the change in curriculum could be damaging in implementing the curriculum as teachers were the key players in this regard.

Moreover, this feeling of lack of confidence could be detrimental for the construction of their professional identities as they felt ignored in this process which implies powerlessness and helplessness and seem to force teachers to resist the change process by avoiding their feelings of inferiority and isolation.

The current study reported that the teachers' lack of participation in the curriculum development process negatively affected their morale. On this juncture, Fullan (1993, 1999) argues that teachers experience feelings of uncertainty, exasperation and anxiety along with internal conflicts during the change process which 'is so nerve-wracking' (1999, p. 28). This is true with regard to the findings of the current study in which the teachers experienced various negative feelings in dealing with their efforts in curriculum enactment in the context of the ELI. The current study suggests that the curriculum enactment process could be improved by proactively involving teachers in the change process.

Similar to what Troudi and Alwan (2010) reported in their study in the context of the UAE, the findings of the current study also affirm that the teachers expressed the feelings of tacit resistance towards the curriculum change. The feelings of dissatisfaction were reported in all aspects of the newly introduced curriculum without any distinction. In particular, the teachers extensively pointed out the drawbacks in the new textbook and found that the old textbook was far better than the new one except it was not updated. The results show that it is pertinent for teachers to rationalize the content they were teaching in the classroom so that they could satisfy their learners with valid reasons for language-related information provided in the book. Overall, they were predominantly critical to various aspects of the new textbook. This theme of tacit resistance is recurrent in the teachers' narratives. They faced plenty of tensions in dealing with the content and methodology of the new book which seemed to negatively affect the construction of their professional identities. The following section deals with the teachers' self-perception on prescribed curriculum, the way they negotiate with it in their teaching practice, and how this negotiation process influences their professional identities.

6.7 (In)fidelity to prescribed curriculum and teachers' professional identity

As mentioned in the literature review, critics of instructional policies that impose standards and prescribe curriculum and stipulate pedagogy argue that these mandated policies can have detrimental effects by limiting teacher discretion, hindering effective teaching, and promoting lower-order learning (Darling-Hammond, 1997; McDonald, 1992; McNeil, 2002). In addition, teachers often perceive these policies as threat to their teaching practice by becoming more instrumental (Mellegård & Pettersen, 2016); suffer from the feelings of losing professional authority and challenge their own professional identity (Hargreaves et al., 2002). However, the advocates of such policies contend that teachers attain greater confidence specifically about the content and the methodology in their teaching (Schmoker & Marzano, 1999), which improves the standard of teaching, enhance student achievement, and as a result encourage fairness across the professional settings (Slavin, 2002). Overall, the results of this study indicate that teachers narrated a number of challenges related to prescribed curriculum materials. Along with the newly implemented EFL textbook, teachers were required to strictly follow the pacing guide and the teachers' guide, and the CLT approach in their daily instructions. The teachers pointed out various tensions concerning the fast pace of course coverage as ordained in the pacing guide to meet the set EFL standards for curriculum implementation. It is interesting to note that teachers were forced to compromise not only on their creativity and autonomy in teaching but also on the students' learning due to their negotiation with the mandated pacing guide which seemed to damage their professional integrity and sense of professional control; thus, questioned their professional identity. These findings support previous research into this area which report the detrimental influence of prescribed curriculum materials on teachers' autonomy and professional identity when translating them into classroom practice by indulging in a series of mediations which are conceptualized in Fordism (Smagorinsky, Lakly, & Johnson, 2002), encourage

technical and managerial skills (McNess, Broadfoot, & Osborn, 2003; Flores, 2005; Archbald & Porter, 1994) and incite the feelings of job intensification, deprofessionalization (Lasky, 2005), acquiescence and resistance (Troudi & Alwan, 2010). The current findings suggest that externally defined curriculum materials promoted the notion of curriculum knowledge as being established and intransigent was likely to devalue the pedagogic skills of the teachers and indicated unproblematic nature of curriculum implementation, with little or no focus on addressing issues related to teachers' professional identity in the current settings. This gap has caused a tension. On the one hand, the current reform policy conceived English language teaching and learning as concerned with the imparting of predetermined body of language knowledge informed by Common European Framework of Reference for Languages (CEFR) divided into a series of various levels for learners according to their language proficiency as an efficacious way of achieving Student Learning Outcomes (SLOs). Teachers, on the other hand, in the presence of their initial training, the past professional experiences and the current professional development activities were predisposed to conceive of language teaching as a fundamentally interactive and social activity in which their role was to involve learners in the process to construct their own understanding (Nias, 1989). This process required teachers to emotionally involve and heavily rely on joint negotiation with the prescribed curriculum materials and as the same time mediate their relationship with their learners. The findings implied that teachers' lack of confidence on the former force to an artificial engagement with teaching and learning process. Some teachers, in the study, found themselves in the conflicting feeling of fragmented identity, emphasizing between an officially prescribed discourse which demanded technical and managerial expertise and grounded in Fordist paradigm (McNess et al., 2003; Flores, 2005; Archbald & Porter, 1994; Smagorinsky et al., 2002) and a strongly supported personal view which focused on the emotional and humanistic aspect of teaching. Alan questioned the fast pace posed by the pacing guide which demanded him to cover the required course within the specified time and found it detrimental not only for his own freedom and creativity in teaching but also for the repeating students who struggled due to the wide gap

between their language proficiency level and the content being taught. In addition, Mohsin seemed to go through a change in his pedagogical practice as he had to compromise on the quality of teaching for catching up with the mandated pacing guide even in the exceptional and unexpected conditions. As Osborn, McNess and Broadfoot (2000) argue that some teachers respond to change by involving themselves in 'creative mediation', while there are some who keep teaching within the provided guidelines and attained a new professional discourse, thus developed new pedagogical practice in this process (Woods & Braithwaite, 1997). The current findings imply that teachers underwent this process of pedagogical change not as a result of change in their pedagogical beliefs rather they tried to negotiate with what was externally imposed in their practice and what they believe was effective for their learners which led to loss of professional control and autonomy, thus they seemed to reshape their professional identity informed by, in Bernsteinian terms (Bernstein, 2003; 2000), 'competence-based model' leading to collaborative, creative and autonomous teachers to more 'performance-based model' promoting a technical and managerial skilled teacher. The findings of the current study also indicate that the curriculum change occurred through the application of a centrally managed policy. This approach to change in curriculum literature is also known as the center-periphery model of curriculum reform and implementation (Lamie, 2005; Troudi & Alwan, 2010) in which teachers were unlikely to be the agent of the change, thus reflecting it as authoritative and top-down approach to curriculum implementation. Moreover, the findings also imply that the reform process led by power coercive and centrally managed approach was expected to generate teacher resistance. In the context of the UAE, Al-Araj (1999) reported that teachers underwent various psychological problems due to the externally-enforced change agenda including job insecurity and anxiety. Due to the low image of themselves, teachers suffer from feelings of uncertainty, frustration and internal psychological conflicts (Fullan, 1993, 1999) which was true for the teachers in the current study as Shahriar compared teachers with robots and machines who like factory technician following the mandated orders in a mechanical manner, hence found themselves struggling in negotiation with their

personal pedagogical beliefs and the prescribed pace of the course coverage. This also shows that prescribed curriculum exhibits damaging effects on teachers' creativity, their interest in the profession, and ultimately on their professional identity construction.

The findings of the current study contradicts with the findings of Earl, Sutherland and Lasky (2000) and Ellili-Cherif and Hadba (2017) who reported that the new reforms, the more rigorous curriculum and new accountability system had less negative influence on teachers' professional selves. Earl et al. (2000) found that teachers with ten or lesser years of experience had less negative perception of the curriculum change than those who were close to their retirement, thus preferred to leave to the job. Ellili-Cherif and Hadba (2017) in their study in the Qatari educational context reported that teachers exercised more freedom in utilizing and manipulating the prescribed curriculum when they felt the mandated curriculum material did not offer enough support in their students' learning. Unlike the teachers in the current study, the majority of teachers in Ellili-Cherif and Hadba's (2017) study exhibited a varying degree of discretion to use curriculum materials depending on factors like teaching styles, beliefs and experiences, and student needs. Teacher even exercised discretion to the extent that they extemporize their own design and used it in their instruction. Contrary to this, Shahriar challenged the policy of prescribed teaching and compared the teaching practice at the ELI with a military institute in which teachers were working just to follow the orders from the people of higher ranks. He narrated that he was not allowed to question the rationale for various curriculum related policies which was likely to challenge his professional identity, amid this tension he found it difficult to realize the purpose of his teaching practice. These teachers were dealing with the conditions of ambiguity (Siskin, 1994); the results indicate that this was intensified because of their negotiation with the experiences of deprofessionalization, confusion about the reform aims, disconnection between pedagogical sense of purpose and the curriculum change objectives (Lasky, 2005). Lasky (2005) argues that such conflicting situations often blur teachers' personal and professional vulnerability because of the tensions emerging in

professional nature of teachers' work, and the intermingling of their personal and professional identities, thus their notion of self-esteem as a person was inextricably interweaved with their professional identities. To conclude, the findings of the current study suggest that for maintaining or improving the quality of English language learning in the face of growing demands from various stakeholders, it is imperative to assist teachers in maintaining their enthusiasm for, and association with their work which requires significant contribution in their cognitive and emotional development (Day, 2000) in order to positively influencing their professional identities. In the next section, the factors that influence teachers' self-efficacy are discussed and it is also highlighted how teachers' weak self-efficacy reshape their professional identity in their everyday teaching practice.

6.8 Teachers' self-efficacy, curriculum implementation and professional identity

In reviewing the literature, it is highlighted that teachers' sense of their professional identity is closely associated with constructs like teachers' self-efficacy, motivation, job satisfaction and job commitment (Canrinus et al., 2012). Studies on teacher effectiveness also reveal that a strong sense of teachers' self-efficacy plays a crucial role in students' learning, even helps almost all students learn, even those who are unmotivated or difficult to teach (Raudenbush, Rowan, & Cheong, 1992; Guskey, 1988; Berman & McLaughlin, 1977). Research conducted in the context of educational reforms, teacher efficacy has been identified as a key factor which predicts the successful implementation of desired reforms (Berman & McLaughlin, 1977). Overall, the findings indicate that the EFL teachers exhibited a strong sense of self-efficacy as they loved the profession, incorporated the most prevalent language teaching approach and managed their classes quite effectively by applying various authentic techniques and strategies. However, their sense of self-efficacy was greatly affected due to the students' lack of motivation in learning the language and it posed a challenge for them to deal with the extremely low-level of repeating students' motivation who only

attended classes for receiving the stipend offered by the university. The research suggest that these challenges negatively influenced the EFL teachers' self-efficacy and ultimately their professional identity. These findings confirm the association between teachers' self-efficacy and their commitment to teaching (Coladarci, 1992) and their perception of and bond with their students and the way they perceive themselves in the professional settings (Beijaard, 1995). These findings are also in line with Haworth's (2008) findings that lack or absence of organizational support and the class provisions appeared to be directly linked with teachers' level of professional competence and their confidence with the learners. In other words, organizational features that encourage a teacher's sense of self-efficacy are likely to promote teacher's commitment to the institute and, thus, to teaching (e.g., McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; Rosenholtz, 1991). The research participants like teachers in Haworth's (2008) study expressed strong sense of self-efficacy which might help them to undermine the threat demotivated repeating students posed to their professional identities and to ascribe to various improvisations in their instruction that they could contribute positively to their students' learning. Bandura (1985) contends that such identity beliefs would help teachers accept and implement positive change in their practice. Research also reveal that measures taken to help teachers develop a positive perception of their role in their professional practice provide them with opportunities to develop new professional perspectives or hinder their early burnout (Fullan & Hargreaves, 2014; Huberman, 1993). However, the teachers' narratives revealed the organizational features including externally imposed policies, top-down and bureaucratic organizational structure, prescribed curriculum and students' lack interest in language learning in general and indifferent attitude of repeating students in particular contributed significantly to discourage the teachers' self-efficacy beliefs. For example, the participants reported organizational lack of support in managing their classes. As Mohsin expressed his frustration in incorporating CLT in his mixed-ability class consisting of 50 to 60 students sitting on bolted chairs hindered his way to achieve the goals he set to provide students communicative and collaborative environment which was required for language learning. A considerable body of literature suggests

that teachers' self-efficacy play a crucial role in making pivotal instructional decisions such as preference of classroom management strategies, use of pedagogical time, and questioning techniques (Gibson & Dembo, 1984; Saklofske, Michayluk, & Randhawa, 1988; Woolfolk & Hoy, 1990).

The findings corroborate the ideas of Raudenbush et al. (1992), who suggest that teachers' perception of their self-efficacy is contextually situated and it can rise or fall in relation to the type of class they teach. The teachers in the current study narrated that they felt more efficacious in teaching science-track students, less efficacious in freshmen arts-track students, and least efficacious in repeating students' classes. The findings suggest that variation in teachers' perception of their self-efficacy beliefs appear to be closely associated to teachers' perceptions of their students' motivation and engagement. One explanation of this finding could be that teachers find it challenging to engage low-motivated students in dealing with time-bound and intensively prescribed curriculum which make their teaching practice more laborious. This resulting teachers' lack of engagement with their students undermines their sense of self-efficacy. Therefore, the EFL teachers mostly tried to follow the standardized teaching methodology in their instructions but often they improvised the methodology due to various factors such as students' proficiency level, time constraint and the content. Nias (1989) argues that individuals feel intimidated when dealing with change that may influence their self-image and ultimately their identity. In dealing with such changes people often improvise situation-specific strategies to protect their self-image for not being perceived another way. However, in doing so individuals often further develop, adapt or even completely alter their self-image. Teachers without exception go through the same process of self-image transformation in such situations (Beijaard, 1995). The findings of the current study are in agreement with Canrinus et al., (2012) and Hofman's (2011) findings which showed that professional identity is not a fixed attribute that could be associated with all the teachers in the similar fashion rather it is constructed through continuous interaction between teachers and their context. It is also reported that teachers' perception of this interaction is mediated in their change in the quality

of motivation, professional commitment, job satisfaction and self-efficacy. The EFL teachers in the current study exhibited a continuous negotiation between their personal pedagogical beliefs and the imposed demands of the context. The findings suggest that current reform policies appeared to be challenging for teachers in adapting to the new curriculum policies. The current findings show that the EFL teachers extensively negotiated their professional selves in dealing with the challenges of curriculum implementation in their professional settings which appeared to negatively influence their self-efficacy, commitment and motivation, and consequently, their professional identity.

However, the findings of the current study do not support Guskey's (1988) findings in which they reported that teachers with strong sense of self-efficacy appeared to be most responsive to the implementation of new instructional policies. The EFL teachers exhibited significantly strong sense of self-efficacy in their instructional practice but they found it challenging to implement the newly introduced curriculum policies. One possible explanation of this lack of association between strong sense of self-efficacy and teachers' reluctance to curriculum change could be the absence of amount of time required for teachers to internalize the change policies and render them be a part of their pedagogical beliefs. A growing body of research indicate that teachers with strong sense of self-efficacy are receptive to new ideas and willing to improvise with new methods to enhance the learning experience of their students (Berman & McLaughlin, 1977; Guskey, 1988; Stein & Wang, 1988); they also willing to exert more effort in planning and organization (Allinder, 1994). The EFL teachers also exhibited a strong sense of self-efficacy and tended to be willing to implement new ideas in their practice to keep a balance between the organizational demands and the needs of their students, however, they expressed significant resistance to the curriculum implementation policies due to lack of their participation in the curriculum change planning stage. The following section problematizes the dichotomic relationship between NESTs and NNESTs and critically analyses the impact of discriminatory attitude on teachers' marginalized and conflicting identities.

6.9 NESTs, NNESTs dichotomy, self-perception and professional identity

As mentioned in the literature review, recently a growing body of research in the field of TESOL has highlighted the importance of discourses generated due to the dichotomic relationship between a Native English-Speaking Teacher (NEST) and a Non-native English-Speaking Teacher (NNEST). The ubiquity of discourses promoting NEST authority in TESOL programs and the published works have increased the significance of research on NNESTs' identity issues (Braine, 1999; Brutt-Griffler & Samimy, 1999; Canagarajah, 1999; Liu, 1999; Llurda, 2006; Moussu, 2006). It is also argued that to position people on the basis of their accents and linguistic backgrounds promotes racial discrimination that favours White NESTs (Amin, 2000; Golombek & Jordan, 2005; Leung et al., 1997; Mahboob, 2009). On the whole, the study findings indicate that the EFL teachers' narratives clearly exhibited their self-perception regarding dichotomic relationship between NESTs and NNESTs and the way NNESTs faced discriminatory treatment from both the administration and the students. The study indicates that the racist and discriminatory attitude towards NNESTs was quite discouraging and humiliating for them and this perceived attitude developed marginalized and conflicting identities among the participants. The current findings are consistent with the previous studies (Reis, 2011; Golombek and Jordan, 2005; Amin, 2000; Mahboob, 2010; Figueiredo, 2011) by demonstrating that professional identity of majority of NNESTs has permeated with tensions and contradictions. These tensions seem to be rooted deeply in the current educational culture as Alan acknowledged that his students felt really happy to see a white American teacher in their class and he revealed that his students generally perceived that NESTs might *help* them more than NNESTs (cf. Benke & Medgyes, 2006; Wu & Ke, 2009). In addition, Alan believed that the administration made use of NESTs as brand tags and showed a biased attitude towards NNESTs as NESTs were preferred to be assigned some important administrative roles even if they were not qualified for them. He perceived himself a commodity to attract the customers which posed a challenge for his identity as a white NEST. The EFL teachers also

highlighted discrimination and contradictions prevailing in the EFL teachers' professional identity resulting due to administration's unfair attitude towards NNESTs in terms of salary and incentives. Mohsin felt that he worked double the amount than a NEST, but he was paid far less than NESTs. Mohsin's negotiation with existing native speaker construct is central to his identity formation and the discriminatory treatment exhibited a negative effect on his self-respect and integrity as a teacher which ultimately challenged his professional identity. The current findings also suggest that the EFL teachers negotiated and developed marginalized and conflicting professional identities as NNESTs in their experiences of racism and exclusion resulted due to tension created by native speaker fallacy (Phillipson, 1992) as foregrounded in their narratives. The NNESTs participants' stories provided insight into operations of dominance, and their resistance in the current settings. Butcher (2005) challenges native speaker fallacy and argues that the term 'native speaker' is problematic because it is employed to 'create and sustain a national identity' hence, segregating the groups (p. 20). Similarly, Leung et al. (1997) contend that NNESTs identity cannot be fixed and stereotyped because 'members of minority groups are not simple inheritors of fixed identities, ethnicities, cultures, and languages but are instead engaged in a continual collective and individual process of making, remaking, and negotiating these elements' (p. 547). The NNESTs in the current study seemed to undergo the process of reconstruction of their professional identities shifting from confident, qualified and experienced professionals to insecure, uncertain and dissatisfied workers who appeared to be marginalized due to their race and linguistic background. Liu (1999) asserts that individuals can possess multiple social identities and these identities can be reshaped with new experiences and new interactions, according to their needs and the way they are defined by others. Like the participants in the current study, Amin (1997) highlighted the tensions of authority and confidence in her study when the students challenged the authority of NNEST as their English teacher which posed a threat for minority teachers' professional identity and they found it difficult to negotiate their identities effectively. She contends that this prevailing notion of native speaker fallacy affects the attitude of students to NNESTs and their

endeavours in learning English. Finally, the issue of teachers' perception of their professional identity appears to be crucial as Inbar-Lourie (2006) emphasized a gap between self and perceived professional identities of the teachers and this phenomenon was interpreted as 'perceived native speaker identity is not a generalizable phenomenon but rather the product of the interaction between the judge and the person being judged and the relevant knowledge both parties bring to the joint encounter' (p. 279). Inbar-Lourie's findings seem to indicate that linguistic identities cannot be generalized and shifted from context to the other rather these identities heavily depend on the relevant knowledge on the issue and the nature of social interaction between the parties. Therefore, Leung et al. (1997) propose that rather than engaging in tagging teachers with different terms, professionals 'should be concerned with questions about language expertise, language inheritance, and language affiliation' (p. 543). A growing body of research also support the idea that NNESTs who work in a friendly environment and obtain collegial support show a positive sense of identity and professional growth (e.g., Braine, 2010; Mahboob, 2010; Park, 2012).

However, these findings differ from Huang's (2014) findings on the grounds that the participants in Huang's study intact their self-esteem and confidence by identifying themselves not only as effective users of English and multilingual speakers. Conversely, the EFL teachers' identity as NNESTs in the current study emerged negatively, reflecting their frustration and low self-esteem due to their experiences of marginalization and exclusion in the current settings. As Shahriar believed that students possess deeply rooted preconceived notions regarding teachers of various nationalities. He narrated that students mimicked and laughed at NNESTs and he found it depressing and humiliating because NESTs were irrationally perceived superior to NNESTs. This inconsistency may be due to the fact that teachers in Huang's study obtain validation for their skills with English from administration, students and family members. In addition, these NNESTs gain confidence and recognition from people they interact on daily basis which ensure their participation in private and professional settings. However, the NNESTs in the current study seemed to suffer from inferiority complex as they

experience discrimination in terms of receiving lesser salary and incentives due to their nationality and linguistic background. Zain claimed that NNESTs were just hired to do clerical jobs whereas NESTs were recruited to boost to the external world as decoration pieces. These remarks clearly reflect the internal tensions the teachers underwent in their negotiation with marginality and exclusion in the current settings. Research also acknowledges that some qualified TESOL professionals are being discriminated during their hiring process due to their conceived L1 and/or race (Mahboob, 2009; Mahboob & Golden, 2013). Thus, to stop this harmful dichotomy of NEST/NNEST, Farrell (2015) suggests that instead of using absurd terms of NEST and NNEST, professionals should start discussing about critical competencies of effective teachers irrespective of their L1 or race.

Overall, the current study highlights some significant findings that can contribute to understanding the nature of EFL teachers' professional identity construction processes when implementing the newly introduced TESOL curriculum in the Saudi educational settings. I have revised and expanded Flores and Day's (2006) diagram with specific focus on EFL teachers' professional identity construction process in their negotiation with curriculum implementation and added some other factors in figure 6.2 that contributed substantially to shaping the teachers' professional identity in the current setting. These factors included contexts of teaching in which a high level of institutional expectation and a low level of students' motivation played a crucial role in weakening the teachers' professional identity. The teachers' struggle in their early life and successful educational career prepared them quite well to deal with the challenges of the teaching context. Moreover, teachers' lack of participation in curriculum planning significantly weakened teachers' agency and teachers' self-efficacy was also affected due to discriminatory attitude towards NESTs. Finally, the existing dichotomic relationship of NESTs and NNESTs impacted greatly on professional identity, contributing negatively to perceptions of self-image and self-respect. All these factors are interlinked and contributed considerably in shaping a more

conservative than proactive teacher identity. The next section presents a summary of the issues discussed.

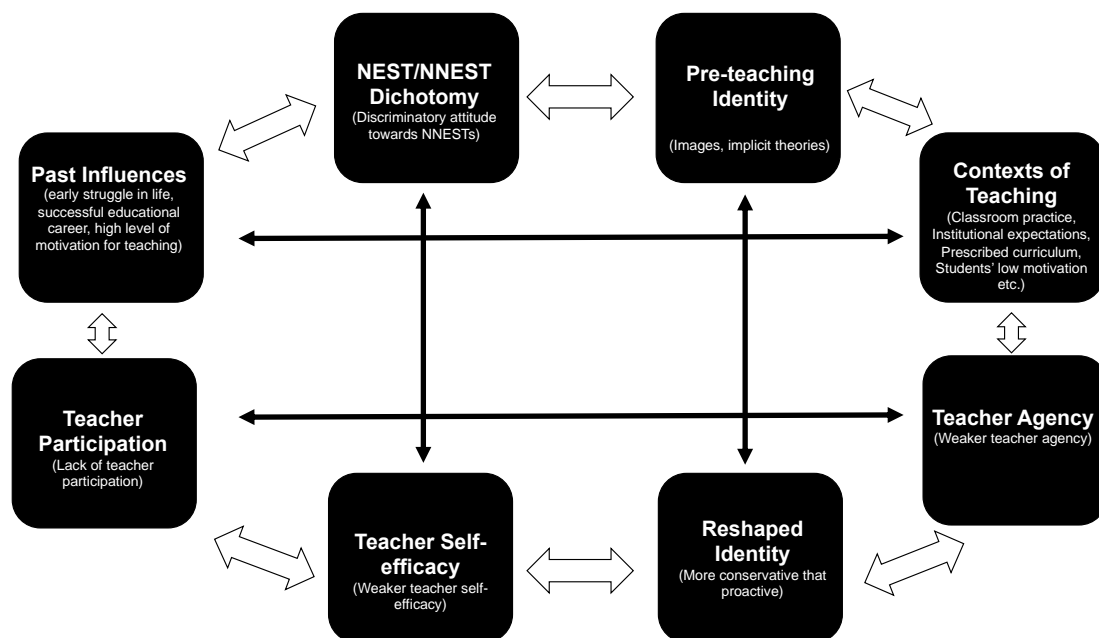


Figure 6.2: EFL Teachers' professional identity construction process in curriculum implementation adapted from Flores and Day's (2006) figure on key mediating influences on the formation of teacher identity.

6.10 Chapter summary

This chapter discussed the findings of the study in the light of wider debates, and the literature in the field of professional identity, both in the mainstream and TESOL. In the first section, I argued that the EFL teachers' early life experiences played a crucial role in their identity construction process. The participants faced various challenges in their early years however, their university life experiences contributed significantly to their professional identity formation. In the second section, I contended that prescribed curriculum posed a threat to teachers' agency which appeared to hinder their creativity and motivation in teaching. It is also argued that the EFL teachers' weak agency in their instruction played a crucial role in construction of their weak professional identity. The tension between teachers' prevailing identity and the designated identity may have

affected their professional practice as their identities conflicted with institutional expectations thus, jeopardizing teachers' self-confidence and self-esteem. In the third section, it was argued that administration held high and vague expectations from teachers which posed a challenge for them to achieve their future pedagogical goals. The ambiguity in expectations from teachers became a source of confusion and frustration for teachers which challenged their professional identity. In the section dealing with teachers' participation in curriculum implementation, it was debated that teachers' lack of involvement in decision making related to curriculum change not only negatively affected teachers' motivation in their teaching practice but also hindered their efforts to internalize the curriculum change policies. Teachers' lack of engagement in curriculum development process became a source of their weak association with the curriculum implementation and this act of exclusion from the decision making posed a threat to their professional selves. In the section on teachers' resistance to change, it was asserted that for successful curriculum implementation, it was crucial for teachers to develop a positive perception for the change policies. It was also argued that teachers exhibited tacit resistance to the reform process as the methodology (task-based approach) and complicated content challenged teachers' pedagogical practice in the current time-bound Saudi TESOL context. Teachers found themselves forced to cover a certain amount of curriculum while dealing with low-motivated classes which created tension in their teaching practice and this tension seemed to be a source of a weaker teacher professional identity. While discussing EFL teachers' self-efficacy in implementing the curriculum, it was contended that the teachers possessed a strong sense of self-efficacy however, their self-efficacy was considerably affected due to students' lack of motivation. In the last section, the teachers' perception regarding the dichotomic issue of NEST/NNEST was discussed and it was argued that teachers' narrative provided a clear evidence of discriminatory treatment from both the administrators and the students which was significantly discouraging and humiliating for them that appeared to construct marginalized and conflicting professional identities for teachers in the current settings. The next chapter will summarize and conclude this research by discussing the implications of the study

on teachers' professional identity, their teaching and their efforts for curriculum implementation teachers and offering recommendations for further research.

CHAPTER 7 CONCLUSION

7.1 Introduction

The study set out to explore EFL teachers' professional identity construction process in curriculum implementation within a Saudi TESOL context. It aimed to study the teachers' experiences through their narratives about their work, lives and the context of their pedagogical practice in order to develop deeper understanding of their professional selves. This study emerged from my personal observations and EFL teaching experiences in a renowned Saudi university. On a personal level, I engaged in exploring teacher professional identity by reflecting on my personal language learning and language teaching experiences first in Pakistan and then in Saudi Arabia. On a professional level, the ELI has recently undergone a change of EFL course book from Oxford New Headway Plus to Cambridge English Unlimited which motivated me to explore the effect of this change on EFL teachers' professional identities and to highlight the tensions these teachers negotiated in implementing the newly introduced curriculum. For this purpose, the study was grounded in an interpretive paradigm and the data were collected and analysed by employing a narrative inquiry approach. The five multi-national EFL teachers' narratives aptly provided insights into the process of their professional identity construction in the current context. The literature on teacher professional identity describes teacher identity as an ambiguous and fluid construct and appears to become a part of academic discourses mostly based on assumed understanding (Beijaard et al., 2004). The current study did not focus on the issue of ambiguity and fluidity of teacher professional identity rather it aimed to explore the nature of EFL teachers' professional identity through their stories in the context of Saudi TESOL context in order to provide a deeper understanding of the concept in relation to curriculum implementation.

The findings of my study suggested that EFL teachers, through their narratives, expressed the view that their professional identity was influenced, to a varying extent, due to multiple factors in their efforts in curriculum implementation. The study indicated that the teachers experienced various challenges during their early lives and in their educational careers. These challenges helped them to become motivated TESOL professionals in the future. Later, in their efforts in curriculum implementation, they believed that their teacher agency was significantly stifled in their curriculum implementation efforts which also negatively influenced their professional creativity and motivation in teaching. In addition, the study suggested that there was wide gap between what was expected from them and what they believe should be done in the current context. It is argued that the high and vague expectations held by the administration posed a challenge for the teachers in negotiating their professional identities. Moreover, teachers' professional identity was significantly influenced due to their lack of participation in curriculum development stage due to which they could not internalize and make the new curriculum policies a part of their belief system. Another important factor that affected the teachers' professional identity construction process was their tacit resistance to the change policies as they found the new methodology and content challenging in their teaching because of the low-motivation level of the students. Additionally, the teachers' narratives revealed that they found the prescribed curriculum a challenge which forced them to compromise on their creativity and autonomy in their teaching practice. Furthermore, the study also indicated that teachers' strong sense of self-efficacy was greatly affected due to students' lack of motivation in learning the language which negatively influenced their professional identity. Finally, the study suggested that teachers' self-perception indicated a clear evidence of discriminatory attitude towards NNESTs in the current settings which was a quite humiliating and discouraging for them to sustain their self-respect and professional identity.

7.2 Implications of the study

One of the implications of this study is that in the contemporary complex educational world, it is crucial to pay attention to teachers' beliefs, perceptions, experiences and above all their professional identity in their efforts in curriculum implementation (Lee & Yin, 2011). It is due to the fact that curriculum reforms, as indicated by the current research, cannot be effectively implemented without considering teachers' participation and commitment (Goodson, 2003). Thus, a deeper understanding of teachers' commitment to change is essential as change demands close negotiation with teachers and their identities because if it remains unaddressed the implementation is unlikely to succeed (Day et al., 2005). The evidence from this study suggested that for improving the quality of English language teaching to students in the presence of increasing contextual pressures and demands, teachers must be supported in their efforts in implementing the curriculum in order to sustain their enthusiasm and identification with their teaching practice which required significant engagement with their cognitive and emotional selves (Day, 2000; Louis, 1998). Taken together, these findings suggested that top-down bureaucratic administrative policies were a critical factor in intensifying teachers' work through additional coercive bureaucratic tasks which not only promoted high degree of uncertainty and vulnerability for teachers but also directly affected their professional identity in the current settings. Hence, as vulnerability and frustration among teachers increased, as the study indicated, teachers tended to be passive and uncreative in their teaching practice. Ironically, however, the relationship between curriculum reform, teacher professional identity, teaching context and the effectiveness and quality of teachers' pedagogical competence is lacking from the reformers' policies who intend to direct teachers' daily instructions from the centre (Day, 2002). An important implication of this study was that identity as a crucial aspect of teachers' lives was, then, a fluid and dynamic construct which, as an amalgam of their past experiences, culture, social interactions and organizational values, might change according to the changing roles and circumstances. In addition, for developing a positive sense of professional identity in teaching, it was crucial to maintain

teachers' motivation, agency, self-efficacy, self-esteem and commitment to their profession. The findings of the study supported the idea that when teachers' professional identity was negatively affected by classroom experiences, institutional culture and contextual events could threaten the existing conventions and practices (Kelchtermans, 1993; Nias, 1989). Yet successive curriculum implementation strategies have often failed to acknowledge the important role of investing in sustaining teachers' professional identity in order to maintain their motivation and commitment to teaching. Therefore, the study suggested that curriculum change policies which engaged in crucial issues of professional identity, agency, self-efficacy and commitment were more likely to succeed in achieving their intended curriculum implementation goals. One of the key implications of the current study was its acknowledgement of the relationship between teacher professional identity and teacher agency in curriculum implementation. Teacher agency can be perceived as identity in motion (Buchanan, 2015). For the teachers in the current study, it was the ability to fulfil their professional commitments in order to be perceived as a particular kind of teacher was one of the major factors shaping their professional identities which mediated their response to the increased adherence to implementation policies. However, agency cannot be perceived simply as performance of identity rather teachers in the present study engage in and negotiate with contextual feedback which, consequently, has the ability to shift identities. Finally, the findings of the study suggested that positioning teachers based on their linguistic and racial identities promoted the idea of racial discrimination which favoured the White NESTs discouraged and demotivated the NNESTs. Thus, the EFL teachers exhibited marginalized and conflicting identities which hindered in sustaining a positive sense of professional identity among them. The study supported the idea that rather than engaging in segregating teachers on racial basis, professionals should promote teacher effectiveness for better language learning.

7.3 Recommendations

The findings suggest several courses of action for TESOL professionals in general and curriculum policy makers in particular; these include:

- Ensuring teachers' participation in curriculum related decision making is essential for maintaining a positive sense of professional identity in order to implement change policies successfully. Policy makers should encourage democratic discourses, not managerialist discourse which promote an entrepreneurial identity, which encourage teachers to work in collaborative cultures and provide them with opportunities to develop communities of practice (Sachs, 2001; Wenger, 1999). New times and developments in the field of education demand alternatives ways to deal with teachers' professionalism and identity development. Possibly, it is the time for promoting activist teacher professional identity by nurturing and developing conditions of mutual respect, involvement and communication (Sachs, 2001). Based on the findings, it is recommended that the ELI administration should involve teachers in curriculum development stage and spend enough time to engage them in the change process by providing them with the orientation regarding the purpose, need and process of the change.
- Recognizing teachers' voice in the EFL coursebook selection can also contribute positively to their perspective on their practice. The findings of the study also revealed that the participants expressed their dissatisfaction on ignoring their voice in coursebook selection. It is recommended that for executing change in curriculum, it is pertinent to involve in and listen to teachers in every stage of the reform process.
- Allowing teachers to exhibit their autonomy and creativity in their daily instructions can positively contribute to their sense of professional identity. As the findings indicated that the pacing

guide restricted teachers' agency and creativity in effectively exploiting the coursebooks to develop the language skills among students. Therefore, it is crucial to allow teachers to make their pedagogical decisions for the better language teaching output. It is recommended that teachers should be freed from *one size fits all* pacing guide approach and they should be allowed to use their autonomy and discretion to plan their lessons according to the language learning needs of their students.

- Creating environment in which degree of job insecurity, uncertainty and lack of trust can be reduced so that teachers can work with peace of mind and utilize their full potential in enhancing the standard of language teaching. As the findings suggested that teachers felt bound to conform to the established routines to keep their jobs intact which restricted them to conforming to the externally imposed policies detriment to the students' learning.
- Establishing effective channels of communication with teachers so that they can feel free to clarify any ambiguity in curriculum related policies. As mentioned in the findings, teachers felt that administration held high and unclear expectations from them which was a cause of frustration.
- Treating NESTs and NNESTs fairly to ensure teachers are not discriminated based on their race or linguistic background. As the findings indicated that there was prevalent feeling among the participants regarding administration and students' unfair treatment particularly with NNESTs in the current settings. It is recommended that all teachers should be treated fairly considering their qualification and experience not by making judgments on their linguistic backgrounds. Therefore, it is important that NNESTs should be provided with friendly working environment in which they can obtain collegial support, enhance their self-esteem and obtain competitive salary packages. It is also recommended that to stop this dichotomic relationship

between NESTs and NNESTs, critical competencies of effective teaching should be encouraged to improve the students' language learning experience (Farrell, 2015).

7.4 Contribution to knowledge

The findings of this study contributed to the complexity involved in the discussions and discourse on exploring teachers' professional identity in their efforts in TESOL curriculum implementation in a Saudi context. This study did not aim to generate theory which could be generalized to the other contexts, however, it intended to analyse the narratives of one group of EFL teachers working in a particular programme. Within these constraints, it contributes to existing knowledge by exploring the complex nature of EFL teachers' professional identity construction process through their narratives within the context of TESOL reform implementation. This study expands the view that professional identity is a complex notion developed from social interactions, negotiated and constructed within a specific social context, and influenced by the meaning-making process based on interpretations of social interactions (Wenger, 2000).

This work contributed to existing knowledge by providing insights into the area of teacher professional identity construction in curriculum implementation in the TESOL field in the local and wider regional context. The findings in this study provided a new understanding of teachers' professional identity construction process in the FYP in the Saudi context by filling the gap in the educational literature concerning the EFL teachers' professional identity formation in the FYP curriculum implementation in the Saudi educational settings. The current research with its comprehensive focus on the EFL teachers' professional identity construction in the Saudi TESOL context has contributed to various areas of knowledge. First, it explored the EFL teachers' professional identity formation process in curriculum implementation by employing narrative inquiry in an English language higher education institution in Saudi Arabia. Thus, the findings of this study can be valuable in making future TESOL curriculum change decisions for

the Saudi higher educational authorities in general and for the ELI administration in particular as it highlighted various significant factors that influenced the EFL teachers' professional identities in their efforts in implementing the curriculum. Hence, the study confirmed that for successful curriculum implementation, the teachers' participation cannot be ignored in curriculum change decisions at all levels of the reform process. The present study confirmed previous findings and contributes to additional evidence that suggests that considering to and investing in the EFL teachers' professional identities is mandatory to support them in implementing the curriculum successfully. Secondly, the study provided an opportunity to the EFL teachers to voice their tensions and challenges affecting their professional identities negatively in the current context and suggested various ways to create an environment to promote positive sense of professional identity among the participants. Thirdly, the findings of the study contributed to highlight the importance of teachers' involvement in curriculum related decisions for effective language teaching in the present settings. Fourthly, this study has gone some way towards enhancing our understanding of tensions and challenges NNESTs underwent in sustaining their self-esteem and agency in the Saudi TESOL context. It has also demonstrated how to maintain teachers' professional identities by investing in their autonomy, agency and involvement in various policy related decisions. Fifthly, at the level of research methodology, it was the first time the participants experienced to share their narratives related to their personal and professional lives and the study provided them an opportunity to reflect on their past and current professional endeavours for better self-perception which might help them to make effective future decisions. Finally, the findings also contributed to our understanding of the EFL teachers' experiences of teaching Saudi repeating students, the way they managed their classes to meet the institutional requirements, and how they negotiated their professional identities in the current settings.

7.5 Limitations of the study

Although the study has successfully demonstrated how the EFL teachers' professional identities shaped in their efforts in implementing the TESOL curriculum, yet the generalisability of these results is subject to certain limitations. For instance, the current study has only explored the narratives of male EFL teachers. The issue of gender representation arises due to constraints imposed by the conservative nature of the local culture in which mixing of men and women is prohibited. Although the nature of narrative inquiry not only demands long interactive sessions with the participants for collecting data, but also requires researchers 'must become fully involved' in their participants' lives due to these constraints the data was collected only from the male EFL teachers (Clandinin & Connelly, 2000, p. 81). The most important limitation lies in the fact that the local professional culture significantly influences the extent to which the participants share their stories. In other words, the local landscape greatly impacts the fact that how convenient it is for the participants to express their emotions concerning issues they are negotiating with and how vividly they can narrate their negative experiences in the current settings. As Clandinin and Connelly (2000) state when a narrative inquirer arrives in the research field, the participants' '... institutions and their communities, their landscapes in the broader sense, are also in the midst of stories' (p. 64). It is generally perceived, the findings also indicated, that the expatriate EFL teachers work in the environment of uncertainty, lack of trust and suspicion. Chase (2008) argues, 'Among other things, narrators explain, entertain, inform, defend, complain, and confirm or challenge the status quo' (p. 65). As the findings suggested the current professional context promoted conformity to the status quo and, consequently, it seems difficult for teachers to trust in and share their personal and professional concerns with other colleagues. By employing narrative inquiry as a research approach, the researcher aimed to emphasize the narrators' voice through their narratives, however, the participants felt reluctant in voicing their concerns and tensions in their narratives. This raised a tension about the position of theory in conducting the research by applying narrative inquiry in the current settings in which the research underwent various

tensions in negotiating relationships and research purpose in collecting data. With a purpose of capturing the subjectivity of the individual experiences of the teachers, the researcher had to frame narrative interviews based on broader themes emerged from the literature to elicit the participants' experiences related to their professional identity.

7.6 Suggestions for further research

This research has thrown up many questions in need of further investigation. First, a reference was made regarding the gap in the way data was collected through narrative inquiry needs to be addressed in further research so that the teachers' narratives can be explored in more depth. Therefore, it is recommended that further research should be undertaken by employing narrative inquiry to explore EFL teachers' stories in the present context as these stories provide us with opportunities to critically reflect on our experiences and to explore new avenues in our personal and professional lives. In addition, more research is needed to better understand when curriculum implementation ends and the TESOL programme is evaluated to explore how teachers experience and perceive the outcomes of the programme. More research is required to determine the teachers' self-efficacy in curriculum implementation in the current settings and it would be interesting to explore various contextual factors that affect teachers' motivation to achieve their professional goals. It would be interesting to analyse EFL teachers' professional identity construction process in their engagement with professional development programmes offered at the ELI, how and to what extent these programmes contribute to the EFL teachers' professional growth and how they negotiate their professional identities in relation to their pedagogical beliefs. Another possible area of future research would be to investigate how teachers' personal and cultural identities including their religious and political beliefs influence their pedagogical beliefs, their professional identities and their stories in the current settings. Further research regarding the role and contribution of NNESTs in implementing the TESOL curriculum in the PYP would be interesting. More research is required to highlight the tensions and challenges NNESTs

experience to sustain their professional identities in the present context and it would be worthwhile to explore various factors that hinder their voice and the power operates in the current settings by grounding inquiries in critical paradigm.

7.7 A final reflection

I initiated this research with the purpose to explore the teachers' professional identity construction process in their efforts in curriculum implementation in a Saudi TESOL context. This research journey has contributed to my own academic development in a variety of ways. First, adopting narrative inquiry as a research approach for this study provided me with an opportunity to observe how the researcher and the participants are involved in the process of self-reflection and how they perceive themselves as they are now. Connelly and Clandinin (1990) have also highlighted the importance of narrative inquiry as a process in which the voices of the inquirer and the participants are recognised. Particularly, during the narrative interviewing the researcher and the participants engaged in co-constructing their identities through reflecting on their personal and professional experiences. When the participants involved in sharing their stories, the researcher also engaged in moving through the ebbs and flows of these experiences by comparing and contrasting his personal narratives on the issues under discussion. Thus, I was not detached from the participants' narratives rather I was wholly engaged in this study by pondering on the fundamental question of my own existence: who am I? Hence, this opportunity to reflect on this basic question led me to claim a personal identity. Second, this research journey has also provided me with an opportunity to deal with and make sense of conducting qualitative research. I have also improved my research skills by dealing with qualitative data in general and narrative data in particular, incorporating technology in data management and analysis. Third, this practice strengthened my confidence in my research skills and opened new avenues to conduct further narrative research in the areas of teacher professional identity and curriculum implementation in Saudi Arabia, Pakistan or elsewhere. As a

result, it seems to me that I am more aware quite of the various issues related to teacher professional identity than I was at beginning of this research. I also feel better informed about various contextual factors influencing EFL teachers' professional identities and how they negotiated different tensions and challenges in sustaining their identities in implementing the TESOL curriculum in PYP. This understanding will obviously support me in my future work as an EFL teacher, teacher trainer and research-practitioner. Moreover, I would like to share the research insights in workshops organized at the ELI, in international conferences, and research journals. Finally, by conducting this research, I have experienced more self-realization and became conscious of my own beliefs, different facets of my personal identity, biases and values in my profession. Thus, this research has posed more critical questions than it has answered, and therefore, it has motivated me to explore other aspects of teachers' professional identity and curriculum implementation in my future research endeavour.

Appendix A

(Re)construction of EFL teachers' professional identity in curriculum implementation-
Muhammad Mansoor Anwar

Questionnaire

This questionnaire consists of three parts: personal information, educational information, professional working experience, and experience with the EFL curriculum.

Part one: Personal information

Age:

Date of birth:

Nationality:

What's your job title:

Total teaching experience (years):

Teaching experience at the ELI (years):

Part two: Educational information

Higher education	
Secondary education	
Teacher training	
Other professional certification and training	

Part three: Professional teaching experience

Years (from-to)	Job title	Institute

Please return the completed questionnaire to me via email [REDACTED]
before [REDACTED].

THANK YOU FOR YOUR TIME

Appendix B

(Re)construction of EFL teachers' professional identity in curriculum implementation-Muhammad Mansoor Anwar

students' needs at the ELI

teachers' pack/teachers' guide book

ELI's expectations

Appendix C

Pacing Guide Level 102 Module 2, 2017/18



Instructional Week 1

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	1.1	p. 10-11	1A – Syllable snap	p. 4	1
	1.2	p. 12-13	1B – Who am I?	p. 5	2
	1.T	p. 14	1C - Genograms	p. 6	3
	1.S	p. 16			
	2.1	p. 18-19	2A – One or more	9	
	2.2	p. 20-21	2B – Talk about...	10	
	2.T	p. 22	2C – Interests and wants bingo	11	5
	2.W	p. 24		12	
	3.1	p. 26-27		p.14	
	3.2	p. 28-29	3A – A day in the life	p. 15	
	3.T	p. 30	3B - 'Go' chains	p. 16	6
	3.S	p. 32			

Notes for Instructors

Instruction is to begin immediately from the start of the module. Instructors are asked to follow the pacing guide regardless of the number of students that attend. Students should be informed of this expectation when they arrive to the class. Students that are absent should be encouraged to make arrangements to receive support during their instructor's normal office hours to enable them to catch up on any missed class-work.

Instructional Week 2

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	4.1	p. 34 – 35	4A – Past simple maze	p. 19	
	4.2	p. 36 – 37	4B – First times	p. 20	
	4.T	p. 38		p. 21	
	4.W	p. 40	4C – The Lazy Email Generator	p. 22	7
	5.1	p. 42—43	5A – It's a place where	p. 24	
	5.2	p. 44—45	5B – A perfect match	p. 25	
	5.T	p. 46		p. 26	
	5.S	p.48			

Assessment Items	Details
Grammar and Vocabulary Quiz 1	Thursday of this week. Units 1-4 to be covered on Quiz 1.

Instructional Week 3

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	6.1	p. 50—51	6A—Shopping planners	p. 29	
	6.2	p. 52—53	6B—Happy shoppers	p. 30	
	6.T	p. 54	6C—Dieticians	p. 31	9
	7.1	p. 58—59	7A—Spend, spend, spend	p. 34	
	7.2	p. 60—61	7B—Busy lives	p. 35	
	7.T	p. 62	7C—Career advice	p. 36	
	7.S	p. 64			

Assessment Items	Details
Writing Task 1	Initial instruction and first draft to be done early in the week, followed by whole class feedback mid-week. Final draft to be written Thursday of this week.

Instructional Week 4

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	8.1	p. 66—67	8A—Schwa bingo	p. 39	
	8.2	p. 68—69	8B—Wanted	p. 40	10
	8.T	p. 70	8C—The best friends?	p. 41	10
	9.1	p. 74-75		p. 44	
	9.2	p. 76-77	9A—Superlative facts	p. 45	
	9.T	p. 78	9B—Single or return?	p. 46	
	9.S	p.80			

Assessment Items	Details
Mid-module Exam	Mid-module Exam will take place on Sunday, Monday or Tuesday of this week, depending on section. There will be no instruction on the section's exam day. Other days are for teaching, i.e. a 4-day teaching week.

Instructional Week 5

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	10.1	p. 82-83		p. 49	
	10.2	p. 84-85	10A—What are you doing on --- ?	p. 50	
	10.T	p. 86	10B—Film festival		11
	10.W	p. 88	10C—Vowel race		
	11.1	p. 90-91	11A—Where are you travelling to?	p. 54	
	11.2	p. 92—93	11B—And the moral is ...	p. 55	
	11.T	p. 94		p. 56	
	11.S	p. 96			

Assessment Items	Details
Writing Task 2	Initial instruction and first draft to be done early in the week, followed by whole class feedback mid-week. Final draft to be written Thursday of this week.

Instructional Week 6

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	12.1	p. 98—99	12A—What's the matter?	p. 59	
	12.2	p. 100—101	12B—Advice.com	p. 60	
	12.T	p. 102		p. 61	12
	12.W	p. 104	12C—'Take' quiz	p. 62	
	13.1	p. 106—107	13A—Past participle dominoes	p. 64	
	13.2	p. 108—109	13B—Are you experienced?	p. 65	12
	13.T	p. 110		p. 66	
	13.S	p.112			

Assessment Items	Details
Grammar and Vocabulary Quiz 2	Sunday of this week. Units 5-9 to be covered for Quiz 2.

Instructional Week 7

Check Off When Taught	Unit	Coursebook	Optional Teacher Pack Printable Worksheets	Practice for Students Outside of Class	
				Self-study Pack	Writing Essentials
	14.1	p. 114—115	14A—Life coaches	p. 69	
	14.2	p.116—117	14B—A life-changing experience		
	14.T	p. 118	14C—Looking ahead	p. 71	

Assessment Items	Details
Writing Exam	Sunday of this week.
Speaking Exam	Tuesday of this week.
Final Exam	Sunday of Week 8 (subject to change)

Notes for Instructors

There will be no instruction on the day your section takes the Speaking Exam.

In addition to the units specified in the pacing guide above, the following activities are recommended for coverage during instruction this week:

1. Review of students' Writing Exam.
2. Preparation for the Speaking Exam.
3. General review of grammar covered throughout the book.
4. General review of vocabulary covered throughout the book.
5. Additional writing instruction through one or more of the following:
 - a. Additional practice on areas of weakness identified in the Writing Exam and the Writing Portfolio Tasks
 - b. Use of relevant "Writing Essentials" supplemental material (available in Teacher's Resources)
6. Preparation for the kind of writing the students will be required to do in the next level. In Level 103, students will have to write a minimum of 100 words, structured as paragraphs (min: 3 paragraphs).

Appendix D

NVivo coding (Alan Jameson's interview)

Alan Jameson (pseudonym) - Interview 1

Interviewer: Thank you all for agreeing to participate in this research study. I really appreciate that you took time for this. The purpose and other details of the study are already shared with you. This is primarily a narrative enquiry. I would like to hear your stories and please feel free to share your thoughts and experiences. I would love to listen to you the way you have developed as a teacher throughout your professional career. So, we'll start with your early life and we can see early years and have a very important impact on one's professional life. How would you describe your childhood?

Alan Jameson: I grew up in America outside Chicago in the suburbs. When I was 5 years old when my father got diagnosed with a disease called (?) ALS. It is a neurodegenerative disease and for 3 years. He was sick and then he died when I was 8. So, this is how I had 3 years of my life and then my mum got remarried when I was 13. So, yeah, and then otherwise it was mostly happy besides the death of my father... loving parents and family and 3 older sisters. I was the youngest... only boy.

Interviewer: Can you tell me everything about your school life?

Alan Jameson: I went to a small private school only had about 25 to 30 people in my class, in each grade. It was small, but we were very close... close friends everybody



in the school and it was nice. I had a good experience, I think, it didn't have a lot of modern things. It was basic, more basic but it was done well, I think. I have many memories of my school life. The strongest one is in the 6th grade. We went to the science camp you actually go as a class, you go to a camp about an hour away and you stay there overnight for three or four nights. It's very interesting. You learn about science you learn about nature and you observe things. I think the other best memories are in grade 8 I had a really good teacher who really wanted to try some new things. He was younger, so he was trying new ways of teaching he'd try new things like you...he gives you pretend money, you had to spend out in the stock market and figure out how to make money. Or you like, you have a pretended marriage and you have to figure out how to make budget and you know how you are gonna spend money. Or you have to be like do things like you are a travel agent, so you are gonna, like, plan a trip for someone who wants to go to a different country and there were so many practical things and there were different ways of learning so that stood up in my mind.

Interviewer: Can you tell me everything about your college days?

Alan Jameson: First two years I went to a community college near my home that time. I took the basic classes out of the way and then I went to a college the other side of the country after that for 3 years. It was great. I had got very nice experience. I had some good friends. You know,



I learnt a lot there. I studied education during that time. Anything that stands out may be... academic or... ?

Interviewer: Anything...

Alan Jameson: The writing class we had I think a professor who was very involved you know very good at giving feedback. It's like it was the first time I remember like not just giving red mark things on the paper, you know, I remember giving actual, like, if you did this then this might help you to improve it how could you change this how to give it a proper introduction to make it more effective.

Interviewer: How would you describe your university life?

Alan Jameson: I studied education at university. Yeah, it was paid by my mom and then I had scholarships. It was good. I lived in the dorms for one year and then I lived outside for 2 years. I worked as well... part time not full time and I had really good friends. We were really close, and we did a lot of things together and you know, do a lot of activities. There were a lot of outdoor activities like climbing, mountaineering, riding boats or whatever the stuff like that. It was really interesting, and this was what I strongly remembered the things outside the classroom. Although I have good classroom experiences. I enjoyed my classes the most part. I remember in one class I took the history of Africa. I went to the class and on the first

Category	Density
Saudi students are unmotivated	Low
administration generalizes about teachers	Low
Classroom management	Low
Student assessment	Low
Inquisitive nature	Low
school life	Low
no teacher autonomy no creativity	Low
Teachers' attitude to curriculum change	Low
Professional interactions	Low
Expectations from teachers	Low
cultural challenges	Low
Teacher evaluation	Low
rating teachers is demotivating	Low
Conformity culture	Low
Personal traits	Low
Past influences	Low
Pacing guide & prescribed teaching	Low
Issue of native & non-native English speaking teachers	Low
Teacher's autonomy	Low
Views on culture	Low
Teachers' perception of ELI	Low
Becoming an EFL teacher	Low
Misc	Low
Personal life	Low
Teacher agency and curriculum implementation	Low
Tensions in curriculum implementation	Low
Impact of contextual factors on teacher professional identity	Low
Teacher professional identity in curriculum implementation	Low
Coding Density	Low

day I said I'm gonna get B minus in this class no matter what happens, and you know, I got B minus what happened at the end of the class I got B minus (laughing). I knew that my professor knew that it was interesting.

Interviewer: Tell me everything about your decision to become a teacher?

Alan Jameson: I guess, I thought it took a while, I think, before I wanted to go into business. I think it's just talking to people, I think in my life I was influenced by teachers a lot especially, in high school. I talked to people I respected a lot and you know. I thought what does the world need. It doesn't need more business people necessarily, but I would work that I enjoy in the later part of my life. What's enjoyable and what the world needs, putting two things together that sort of thing, I think, it was teaching, it was where need and interest intersect.

Interviewer: How would you describe your early teaching experience?

Alan Jameson: I taught at elementary school for about 4 years in Arizona. It was difficult... the first year was good I had a great principal of the school. He was very supportive and encouraging. In the first year, I needed a lot of help and he was very helpful and then I went to a different school which was not in a good area rather, it was in a bad area with very low socioeconomic status people. The principal of the school was terrible I thought I



could get more help there but ended up really getting burned out and it was difficult. My wife worked there also so we... it was hard we couldn't help each other because we both had difficult times.

Interviewer: Did you meet your wife there?

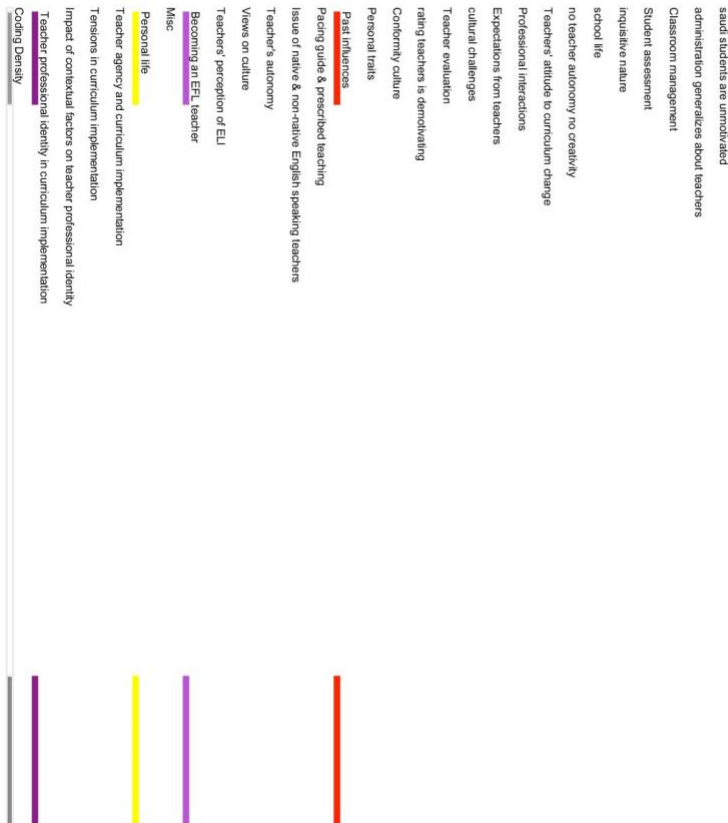
Alan Jameson: No, no. We were dating before that and then we both got jobs. Then, we got engaged.

Interviewer: How would you describe your EFL teaching experience?

Alan Jameson: I was teaching almost everything to 4th or 5th grade students. After that, I taught some adult education classes. I taught online for a university. But, not English specifically. I got my master's while I was teaching elementary in English as a second language. After that, I taught adult education classes. In 2005, I started teaching EFL to adult education students.

Interviewer: Tell me everything about your decision to come to Saudi Arabia?

Alan Jameson: Yeah, it was tough for a while, but it happened at the end. There was a friend of mine who at the time was a director of American cultural English program at the university, the big university in our state. He said, hey, somebody just came by here somebody used to work for me and got his PhD here and his name is



... and he is now the vice dean of an English program and he is looking for people to go out there and they pay pretty well, and would you consider it. So, I said yeah, and I told him I'll think about it and talk to my wife and then I talked about it and I send him an email and sent be back. He really admires this friend of mine his name is Mark. So, you know, this is how they started the process and it took 6 months (laughing) or so it was, I think it was April and until November I actually got something from them. During that time, I thought nothing gonna happen. I didn't have any idea about Saudi. I just had some idea in my mind or whatever I have watched on TV... sand, bedouins and camels.

Interviewer: How would you describe your experience of teaching to Saudi students?

Alan Jameson: I would say generally they are respectful, generally they are polite of course, there are always exceptions, I would say they are probably not as motivated as the other students probably because majority's language here is Arabic, so they are not as motivated to learn English where is the students I had in America of course they were mostly from Mexico or Salvador and they were mostly Spanish speakers but the majority's language in America is English. So, they were motivated to do that, and they knew that it would help them in their jobs. So, there they were paying for their education but here students are getting paid. It's totally opposite of course again, you have a range engineering and medicine students are quite motivated but on the



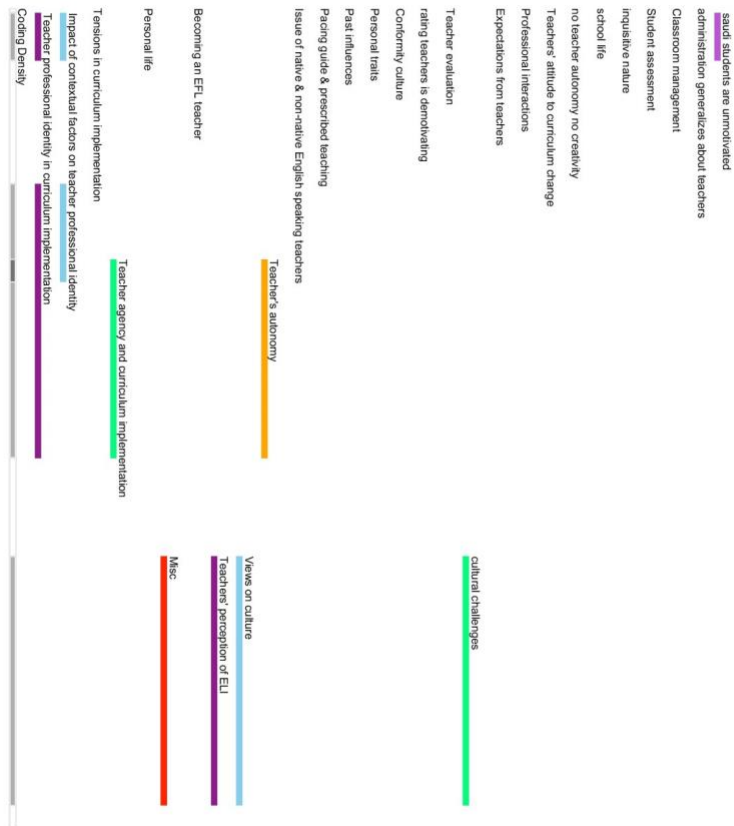
other hand, there are students who are not motivated, and they are interested in becoming "managers".

Interviewer: How would you describe your job at the ELI?

Alan Jameson: I think the job here has gotten harder and harder. It's gotten less fulfilling over the years. It requires more time the same pay and there is more scrutiny now as compared to before and I think, we don't have the freedom to exercise our own creativity. That's a big part of it, right, the hardest thing is that people enjoy teaching including myself is that you can express yourself and you can be flexible according to the needs of the students but now here the general idea is that don't express yourself (laughing) only complete the number of pages only stick to the book and do your job.

Interviewer: How would you describe the Saudi culture?

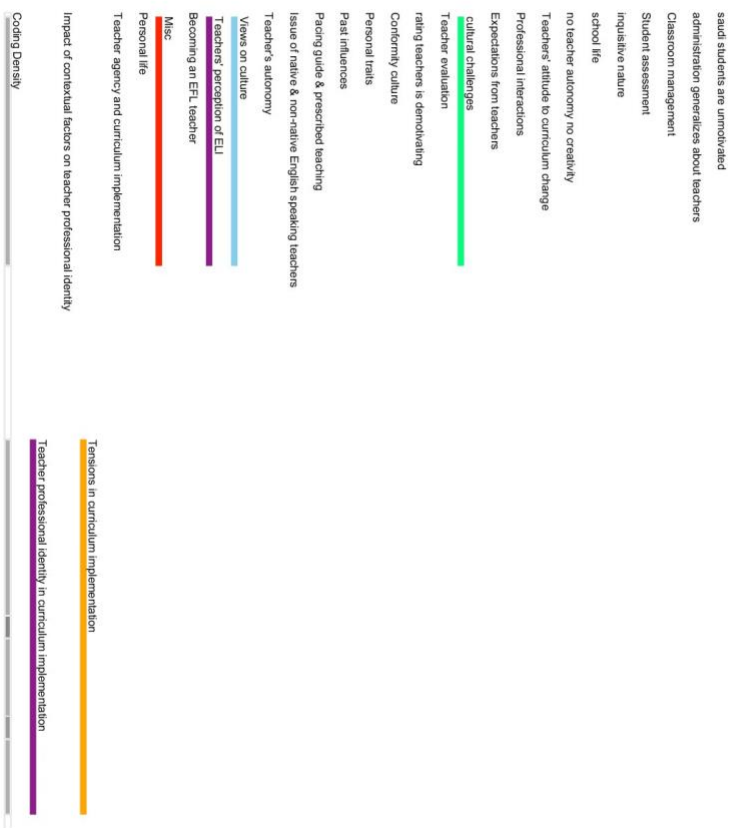
Alan Jameson: Thousand! (laughing). There are many many things that I can talk about and they were really challenging. I mean the "wastah" is the thing that you need to deal with sometimes because in America we were very merit based. You get things because you work hard, and you earn it. It's frustrating, right. But here people get things that they don't earn them, for instance, you see a 20 years old kid is driving a Mercedes. Or you have a student who doesn't come to class and suddenly he is passed on to the next level. These are the things exactly that I generally



face. It's not easy to deal with these things I think I had to let things go out of my mind and not think about them because otherwise they will make you crazy. The first word when you come here is to remove the word "why" because otherwise you will get crazy. That's why I don't think about it and I think I understand this is the way things are sometimes its culture and you can't change it. If I drive and I get angry at someone my wife always says you are not gonna change the way they drive you have to change yourself.

Interviewer: I want to discuss the curriculum we are teaching here. How would you describe your experience of teaching New Headway Plus Special Edition and English Unlimited Special Edition?

Alan Jameson: I think I feel like New Headway Plus is better for lower students. It broke things apart more. It was more separate the things it wasn't as integrated I guess as the book we're using now. So, there was very clear speaking section very clear... this is gonna be about writing. This is gonna be about listening. It was more subtly categorized what we have now. I think for lower students it was a little bit better. The Cambridge book that we are using now I think it's better for students who are at their appropriate level which is not as many as we hope but definitely for the advanced students it's better and better the way it integrates the skills. I mean both the books often have the text you can start with and there will be a beginning point and then go from there. Usually, the text in the New Headway Plus was just for reading





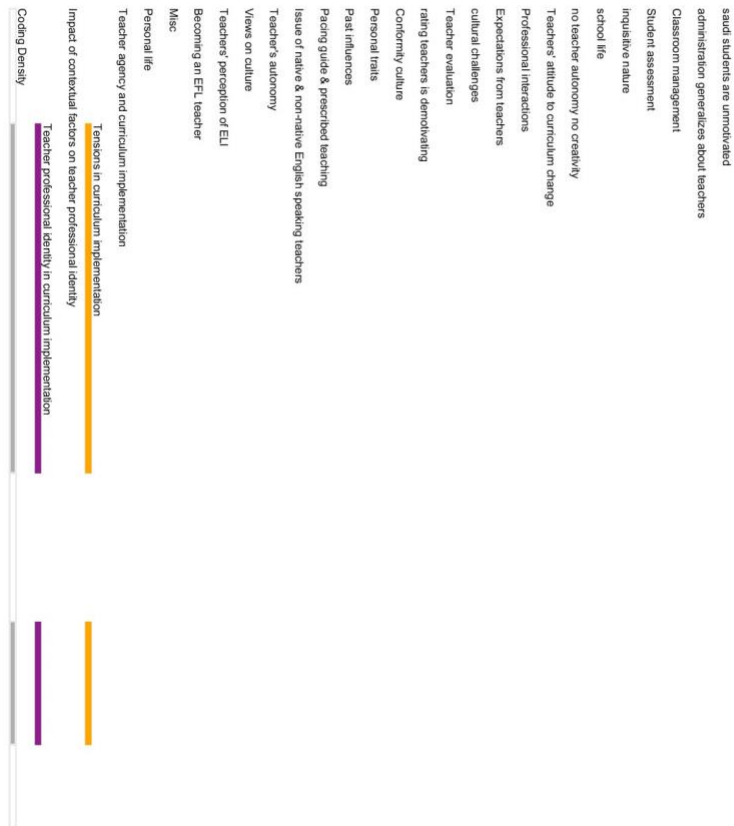
comprehension whereas in Cambridge book it is used for comprehension and also used for lead-in and for teaching grammar point. So, this is one of the major differences I can think of.

Interviewer: Tell me everything about the curriculum change at the ELI?

Alan James: I think I already knew it as I had already taught New Headway Plus for couple of years and that was getting old you know. It's always nice to have some kind of change after a while. So, yeah, it was ok. I was ready for it. This book was used even before I came here so the students they already had this book. They were writing on it and it was already used. Their cousins used it 2 years ago. So, the same version was used in every year, so I think we were ready for that. When we came back after summer in the first week they held a meeting and they told us that we are going to have training sessions on the new book they wanted to talk about the book how does it work and things like that.

Interviewer: How would you describe quality teaching?

Alan Jameson: I think if I could see students produce what you are expecting them to produce and that is quality teaching to me. Production can be through writing through speaking even answering the questions you know, that could be quality teaching.



Interviewer: How would you compare your personal teaching methodology with the teaching methodology promoted by English unlimited?

Alan Jameson: I think there are certain things that are same in terms of I like the way they used text for listening that leads into a grammar or whatever the point of using it. To me, I would adhere probably to the communicative approach and I think that it tries to do that as much as it can, I don't know, it is perfect or not of course, it's got flexibility that needs to be in everything. No two classes could be the same no two students could be the same if we don't adjust for our class our students are never going to be successful in the end. So, we can't just say teach the book and we are going to stick to this exactly as it's written learning would never happen. To me, I think flexibility is one of the major components of successful teaching.

Interviewer: How would you describe the support and counselling you received for teaching the new curriculum?

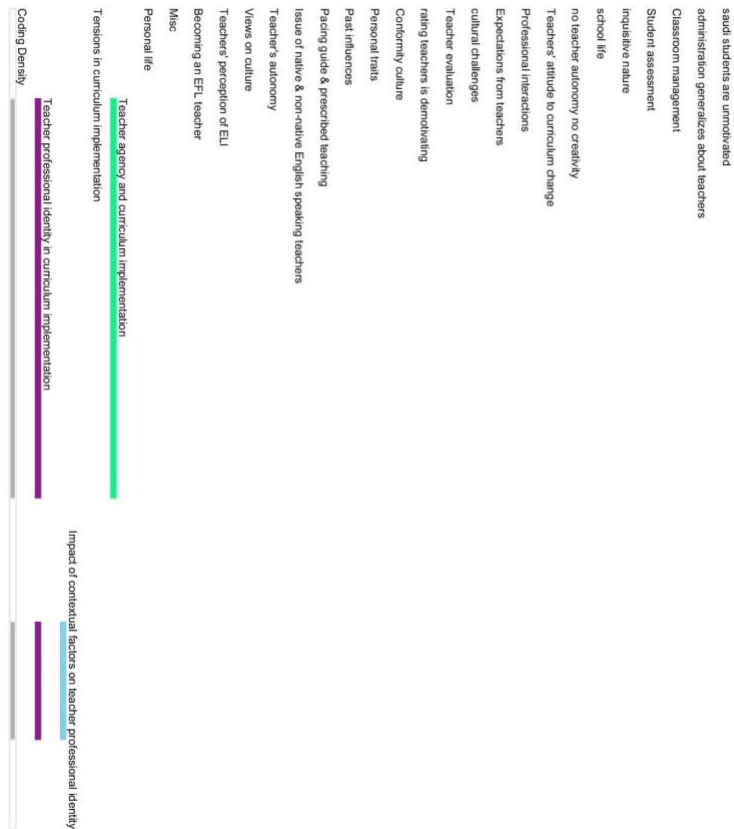
Alan Jameson: Yeah, we received some training I think it was for 3 hours I can't remember exactly yeah, but we did have some kind of training. They came back for second time next year I can't remember. I think there were two different types of trainings.

Interviewer: Tell me everything about your professional development at the ELI?

Alan Jameson: I think they try to offer certain optional professional development I don't think it's very I don't know how to say that pinpoint or specialized to the particular needs. It hasn't been planned teachers are not getting that much of professional development as they are giving them more but in previous years it was about whatever you want to focus on for your professional development. It didn't really reflect things I needed. So, I knew that I needed them so, now and they don't allow to have professional development outside the university. So, I think you are gonna miss out a lot. But in past years I feel like I wanna specialize in writing. So, I've tried to do as much in writing as I could because I want to be able to teach that. I think I wanna train people on that better. To do better professional development I think it's really a weak area so yeah.

Interviewer: How would you describe your relationships with the management?

Alan Jameson: I feel like I have no relationships with administration (laughing). I try to stay away from the administration as long as I can. I try to keep myself away as much as possible. I try to stay away from the people in administration.



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Teacher professional identity in curriculum implementation	
Coding Density	

Interviewer: How would you describe your relationships with your colleagues?

Alan Jameson: I think I have really good relationships with my colleagues. I don't know I have some people who are closer to you. You can relate with them better of course, it changes year by year so even it depends who do you have your class next to you. You would spend more time with that person. Or the guys we now work with in our group feel closer to them as compared to the past. You have more interaction and spend more time and we understand each other better.

Interviewer: Thank you so much for sharing your stories with me. I really appreciate your participation in my research.

Alan Jameson: You are welcome.

Alan Jameson-Interview 2

Interviewer: Thank you so much for taking out time for the second interview. Tell me everything about

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native/non-native English language teachers in context of ELI.

Alan Jameson: Everything... it's a big question. You know, I can speak about my experience, of course, but I have biases. Of course, I have generalizations that I make that aren't always necessarily true. So, I guess... do you want a comparison between the two or is that kind of like or compare and contrast or...

Interviewer: Tell me everything about this issue...

Alan Jameson: Of course, generally speaking, I am generalizing but may not be factual but generally speaking, I think native speakers tend to be stronger in certain areas. Maybe they are stronger in general usage. When do we use certain words, or you know, I'd say in speaking or things like that without an accent for the most part. Non-native speakers tend to be stronger in grammatical things. They tend to know grammar structures. They tend to know grammar rules and things like that better than native speakers. Native speakers speak in a certain way often they don't know why but you know, I think, sometimes, it's our weakness as being native speakers that we can rely on experience without any kind of knowledge behind it. Also, it can be a weakness for non-natives is that they rely on their knowledge but not on their experience of it. So, for me, I think, that students... our students especially they get value from both and I think it's good for them to have variety of both not just to have only native speakers are

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native/non-native English language teachers in context of ELI.

Alan Jameson: Everything... it's a big question. You know, I can speak about my experience, of course, but I have biases. Of course, I have generalizations that I make that aren't always necessarily true. So, I guess... do you want a comparison between the two or is that kind of like or compare and contrast or...

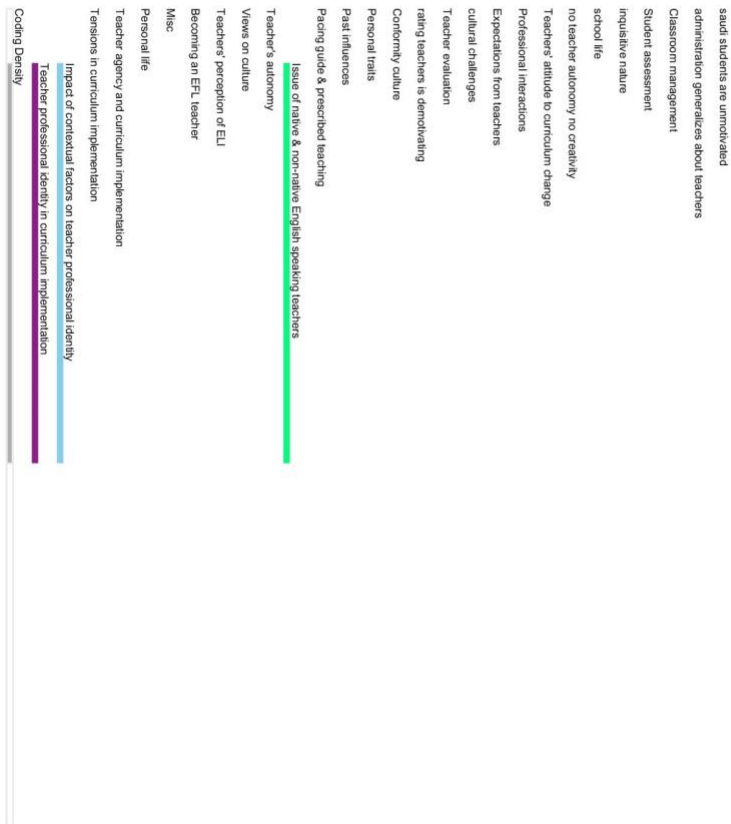
Interviewer: Tell me everything about this issue...

Alan Jameson: Of course, generally speaking, I am generalizing but may not be factual but generally speaking, I think native speakers tend to be stronger in certain areas. Maybe they are stronger in general usage. When do we use certain words, or you know, I'd say in speaking or things like that without an accent for the most part. Non-native speakers tend to be stronger in grammatical things. They tend to know grammar structures. They tend to know grammar rules and things like that better than native speakers. Native speakers speak in a certain way often they don't know why but you know, I think, sometimes, it's our weakness as being native speakers that we can rely on experience without any kind of knowledge behind it. Also, it can be a weakness for non-natives is that they rely on their knowledge but not on their experience of it. So, for me, I think, that students... our students especially they get value from both and I think it's good for them to have variety of both not just to have only native speakers are

only non-native speakers but to have a variety of both. I think its beneficial for them because of the strengths that each of them has. I mean even observing teachers this year you see so many strong strong non-native speakers. I think as a native speaker we generally have a bias just honestly, generally, a bias against non-native speakers even they have a strong accent. Someone may think he can't be a good teacher but when we see them, man, they really have some great methodology. They have really strong pedagogy that they have practiced, and they have done it for years and they are excellent excellent teachers much better than me even being a native speaker of course, I assume that I am a good teacher (laughing) but seeing non-natives in the classroom it has been encouraging for me to see that. To see how they have been able to take what some might consider it a weakness of not growing up with this language and using really really well and being excellent teachers.

Interviewer: How would you describe your experience as a native English language teacher?

Alan Jameson: My experience... well, when I first started teaching I taught in America and I thought mostly Hispanic Latino students starting with elementary and then moving on to adults. So, I would say 90% Spanish speakers originally some Polish, some Russians and Chinese but not many so in that case, they were getting a lot of native experience every day in their jobs on TV in these things because they were living in America. So, here it was quite a bit different I mean, I taught in other places

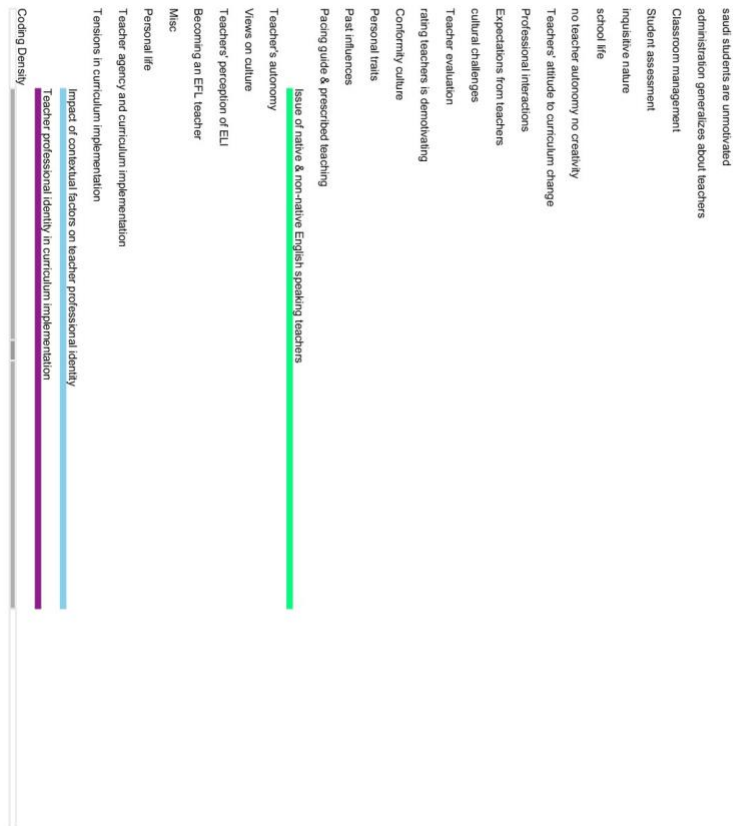


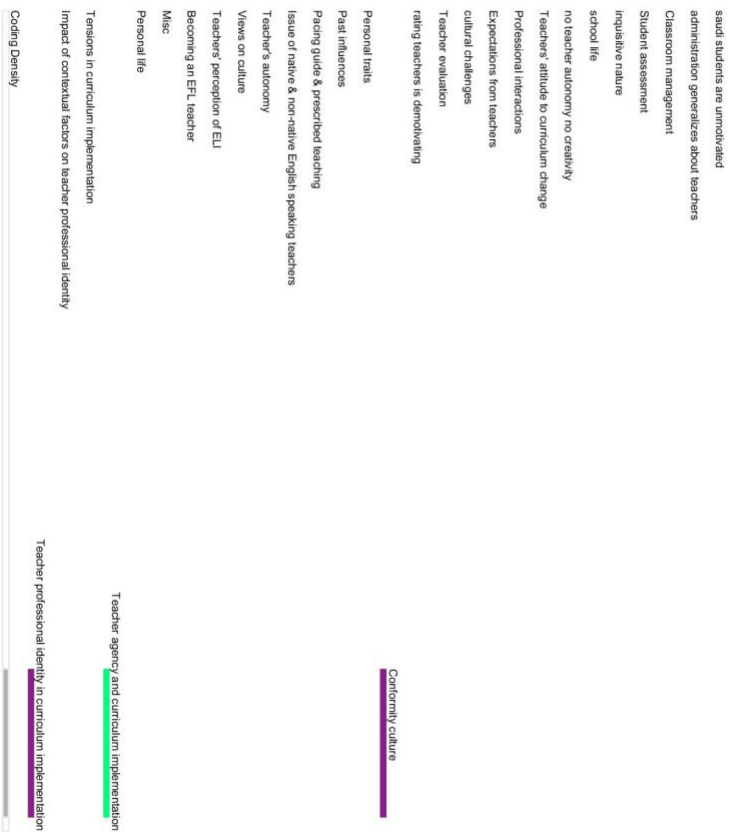
too but most recently here I've been here for last 5 years, so I think students have just a general better reaction to a native speaker. I don't know if it's true, but it appears that way. When I come into the classrooms as an American I think they generally happy to see a native speaker. I am not sure why that is completely, but I think in the end, they are happy to have a native speaker but again, I think, they have strength. They are gonna learn different things from non-native of course, that but do. Their perception I think is also you know; students' perception is that a native speaker is going to help them more or something like that maybe. Maybe it's easier I don't know what their perception is is but there is something about that they look forward to it. Then of course, there are biases of the administration. The administration sees native speaker they are automatically wanna put you in some role or something even if you are not qualified to do it or you are not prepared to do it. So, for me I am happy I got to sit that for few years and not to be involved in anything by the administration. But, they are always asking I think, they just like the idea of having your name on something you know, the American name. I don't try to pretend I am anything I am not (laughing). So, I am very realistic about it.

Interviewer: I really appreciate that. Tell me everything about the ELI.

Alan Jameson: The good, the bad, the ugly.... (laughing)

Interviewer: Everything...





Alan Jameson: The ELI has changed a lot in the last few years. I have been here quite a bit. I guess the idea behind the program is to prepare students to use English in their academic courses. So, the idea is to give them general English up to B1+ level in order to so that they can be successful in their future classes. Unfortunately, as we all know that the latter classes they are going to be taught are in English. Of course, they have some vocabulary they have some things in their future classes that would help them especially in business. Those kinds of things where they'd never have English again so the motivation behind the students I think is quite low. The reality of it is that they don't need English as much as they are being told that they need English, but the reality is that they don't need it for the university as much as they are being told. The reality... the actual big reality is of course, they need English to be successful in the world context. The more they have, the more they are going to be successful. I think in general as you know, it's the International language that they are gonna use throughout their lives unless someone is going to be a farmer. So, generally, they can use it in so many different ways so to that aim we... the ELI has 200 teachers who are teaching these classes they try to teach from level 1 to 4. I think we have many many talented teachers many quality teachers that have been teaching here for a long time. They are doing excellent jobs. We have administration I think who is not completely in touch with the reality of our students or the reality of our teachers. I think they sort of live in a different world than the rest of us. It causes more struggle I think at the end. There isn't a lot of support for the teachers. I think it's more I don't want to say dictatorship



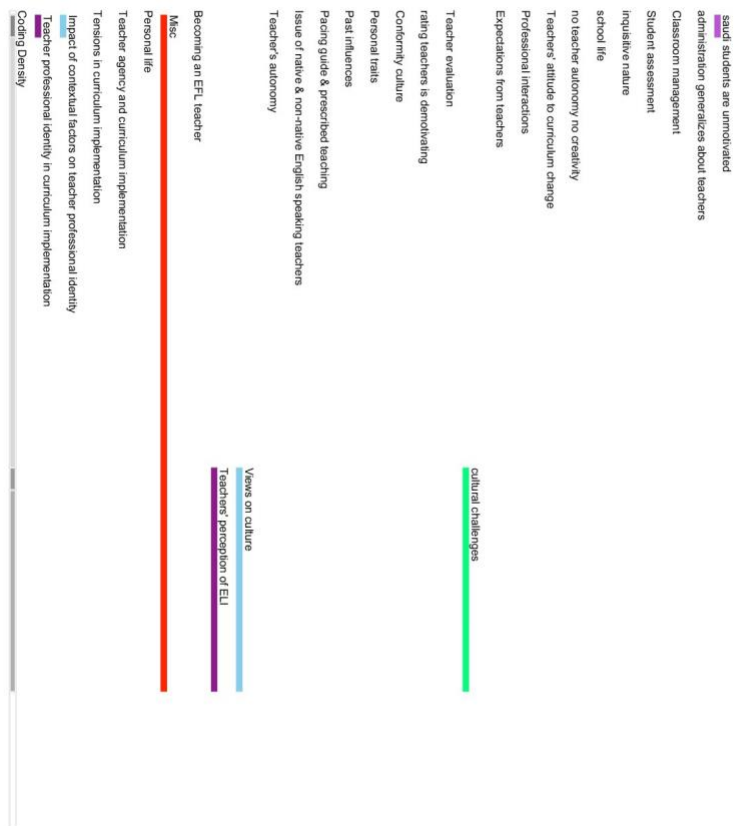
but something like more about ruling class and there is a you know, the caste system or something like that. So, you can't touch us, so you will be untouchable to the end. So, anyway, yeah, I think I don't know how in-depth you wanna go so, the ELI I think the goals we have are difficult to meet. I think teachers work hard to achieve those goals as much as they can I think the teachers are again quality and it's challenging. Of course, students... I didn't talk about students at all but as you know are coming from such a diversity from such a different level some can't even write a letter in English at all and they are expected to be in B1+ and that's really really difficult. Then, we have students who are great I had a student last year who grew up in America until he was 12 and he didn't pass the actual placement test or maybe he missed whatever but he was talking to me like my son'd talk to me and so you have such a different student variety.

Interviewer: Tell me everything about teaching Saudi students in the context of ELI.

Alan Jameson: We got such a variety. I think the thing I am pleased about is that I feel like I get generally, a good level of respect for teaching the students. I would say more than 90% students are respectful and appreciate it and that is generally for the new fresh students not the repeating students. The repeating students are a different story of course, we have the ones who are really trying they're really wanna finish they're really wanna get through, but you have some who just don't care. Of course, there are ones who feel beatdown, they feel like

they can't pass or achieve anything. My biggest issue with this place and students is that they have such a low expectation for the students that it makes me crazy sometime like, that they don't expect students to attend class, they gave them they can miss almost 25% of the classes that's to me is unconscionable. They have low expectations in terms of grades even like they have low expectations if you treat somebody like a C student then he is gonna meet that expectation, right. If you treat him like that you can only do this much, and they are only going to reach that level. They are gonna reach the ceiling what expectation do you expect for them. So, I talked to my students on the first day of my class hey, here's the low expectation that the ELI sets for you and here are my high expectations for you and you are gonna meet this one because, I know you can do it. I don't want them to think there is any low expectation and that is all they have to do. I want them to actually be motivated and work towards meeting those high expectations. It's really important I think it's countrywide. It's not just at the ELI you know, we can't let the women drive because the men will harass them, and the men will act like animals. If you expect them act like animals, they are gonna act like animals. So, set the expectations higher. The men'd be respectful and the men are gonna take care of the women. Then, the men will live up to that. That's my opinion, I am going so much detail.

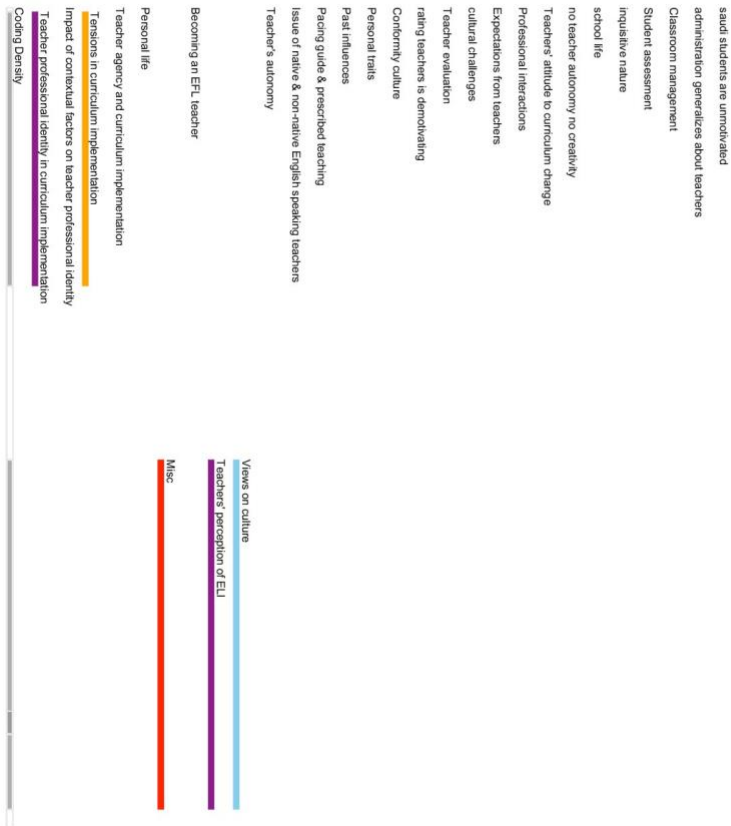
Interviewer: It's amazing and really interesting because you have very logical perspective. This issue is really important and needs to be addressed appropriately.



Alan Jameson: I mean this is a different mindset. I think it's not... a big issue... anyway yeah, you get such a variety of students and when I set the expectations very high many of them will rise to the occasion. Many of them will meet that expectation at least they'll try. I want to see them trying you know, once you see them trying these are the one you wanna help them the most you know. The ones you feel oh man, this guy is not very good at English, but he is trying, and I am motivated to work with him and work harder to see him be successful. So, I think it's too long.

Interviewer: No, not at all. I love listening to your narrative on this issue. Tell me everything about Saudi culture.

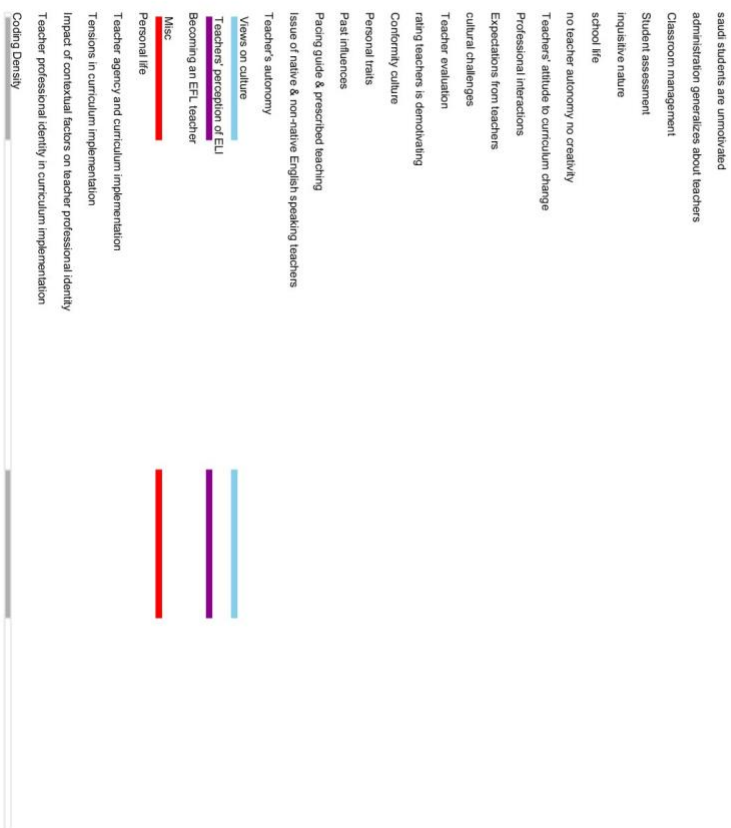
Alan Jameson: Coming back to what I was just talking about in terms of the expectations. Again, I'm speaking in generalization so, you know, this is not factual or whatever of course I have my biases, but I think generally, there are things that are negative and pervasive and their culture things like Wasta and getting sort of hand out, having the expectation that somebody's gonna take care of you even if you don't work for it. Someone's gonna give them subsidies things like that. I think it trickle down to even to our students like you see often like, this expectation that we're gonna do whatever we can even breaking the rules to get pushed them along. I think it's because it's an honour and shame culture like most Eastern cultures so things like cheating, many of our students would consider that help, instead of actually



cheating. Of course, it's not bad if you get caught. It's only that if you get caught you know, so many times I am stricter than most teachers about it but many many times you come across catching students and they say no just helping helping just helping him, you know. The Saudi culture in general is changing so much even its hard to... the pigeonhole it is now in this time and the way it is changing so much because you know, 70% of the population is under 30 to 35. The culture is like there is a culture that have been here since 1927 or whatever the country began. In the end, there is totally different culture for under 35 which is the majority of the country but the one who are controlling it is the older generation you know, so the older culture which is more conservative and more you know, more generally... just quiet and calm generally I think is going to be taken over by the younger generation which is you know more gregarious, outspoken and sort of... you know many students that are shouting and it's part of their natural culture, you know. I think it's very interesting. It's very different than most other cultures because of the Wahabism because of I think the fact that Mecca and Madina here you get like a sort of obviously religious undertone to everything you do makes it over tone. It covers everything, yeah.

Interviewer: Interesting... Tell me everything about curriculum change in the context of ELI.

Alan Jameson: When I first came here I started with Oxford New Headway Plus which I think the students maybe have become familiar with. I think it was probably



- saudi students are unmotivated
- administration generalizes about teachers
- Classroom management
- Student assessment
- Inquisitive nature
- school life
- no teacher autonomy no creativity

Teachers attitude to curriculum change

- Professional interactions
- Expectations from teachers
- cultural challenges
- Teacher evaluation
- rating teachers is demotivating
- Conformity culture
- Personal traits
- Past influences
- Pacing guide & prescribed teaching
- Issue of native & non-native English speaking teachers
- Teacher's autonomy
- Views on culture
- Teachers' perception of ELI
- Becoming an EFL teacher
- Misc
- Personal life
- Teacher agency and curriculum implementation

Tensions in curriculum implementation

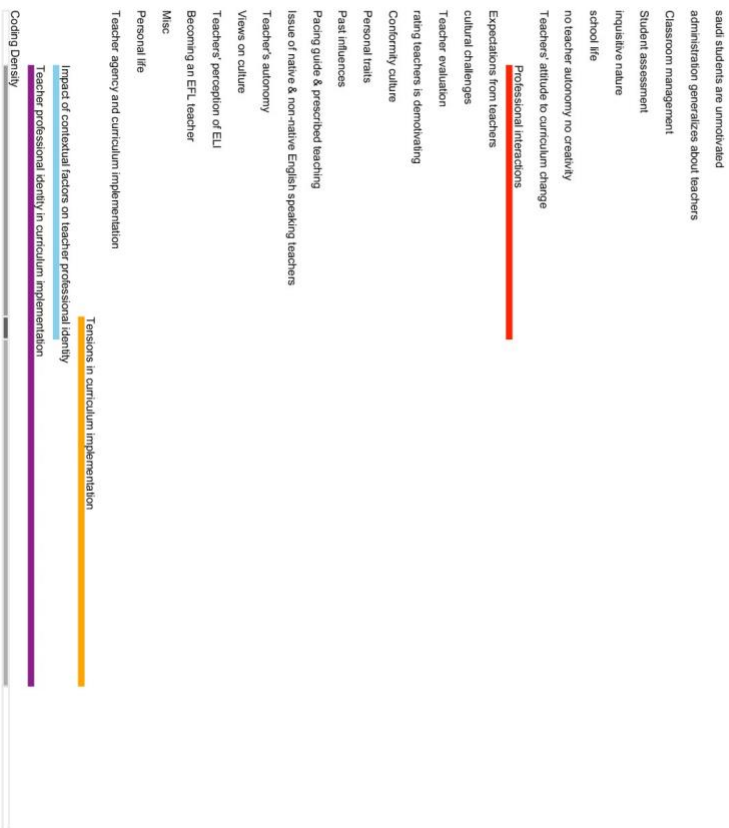
Impact of contextual factors on teacher professional identity

Teacher professional identity in curriculum implementation

Coding Density

a little bit better for students... lower level students. The tasks weren't as integrated as we have now. So, two years ago we have got this Cambridge English Unlimited curriculum that we have been using I think the English Unlimited is better for students who are actually at the right level. My opinion again is more integrated has more writing practice which is, I think, really really really important for our student because they are quite low in writing. Generally, they are not used to it... struggle with it. So, it's a big process in which we are getting new curriculum for academic students for the one who are going for the medicine, engineering and sciences. It's a big process because all the rewriting, all the exams and all the quizzes and adjusting your sort of assessments your formative assessment even how are you're gonna assess the students differently. I think it's actually for me it's my opinion it's a nice breeze and new sort of a change to the students... maybe even students say all my brothers had this 2 years ago, until now they have the same old book it is been written for 3 times. It's all torn up and I think for the students it's nice to get a variety. Usually, they are repeating but just have like a change of course, it's nice and updated things. Even in the book we were using by Cambridge talking lot about MP3 players. Nobody has MP3 players now. Everybody has their phones so just small things like that are nice too but... yeah, I like curriculum change I think as long as it's a good curriculum.

Interviewer: How would you describe students' needs in the context of the ELI?



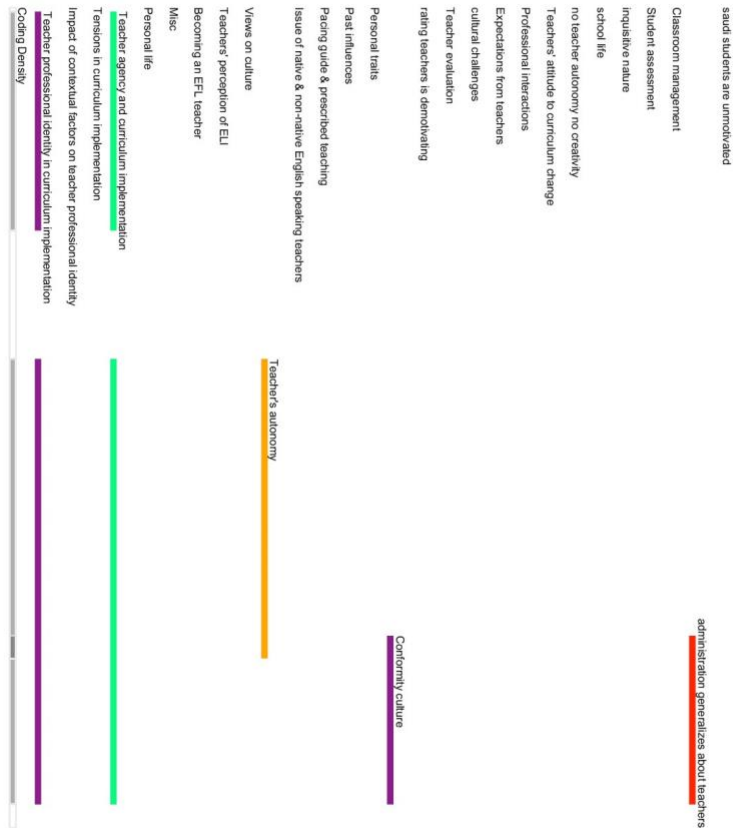
Alan Jameson: Students' needs well... in this context students need is to have the skill to be successful in what they are going to do. It's so hard to say what are their needs... because they have such a variety of things that they are gonna do afterwards, you know. So, you can really make a blanket statement to say this is what all students would do. Other than all students need a basic level of English for general use... even all students because most of them don't have it. Maybe a student's is gonna be a farmer something like that or he wants to be an Arabic teacher he might not need it but I think in terms and English needs are students and need from our program of English. I think they need to focus on writing because they are really struggling in that writing they don't general way of doing it is to memorize things and rewrite them. Students need to be able to create something and they need help for that. They need I think more of a sort of formative process to do writing and they aren't given the opportunity. For speaking, they get a chance to practice speaking every day with the teacher or even with each other they should be, you now, speaking together but in writing they just don't have the same opportunity. So, I think one of the things that we don't... the needs don't provide them other than that I think their needs in terms of even the four skills the other three skills reading, listening and speaking they I think they generally get that.

Interviewer: Interesting... tell me everything about the teachers' participation in decision making or policy making at the ELI.

Alan Jameson: The normal teachers don't get much input if at all the decisions that are made. I heard there are some meetings the dean had sometimes to get some teachers to meet with him, but I've never been involved in it. I don't know what input they actually have into the process, but all the decisions are made almost all of them are made by the administration without any input from people who are actually doing the work so according to my knowledge at least.

Interviewer: Please tell me everything about ELI's preferred teaching methodology.

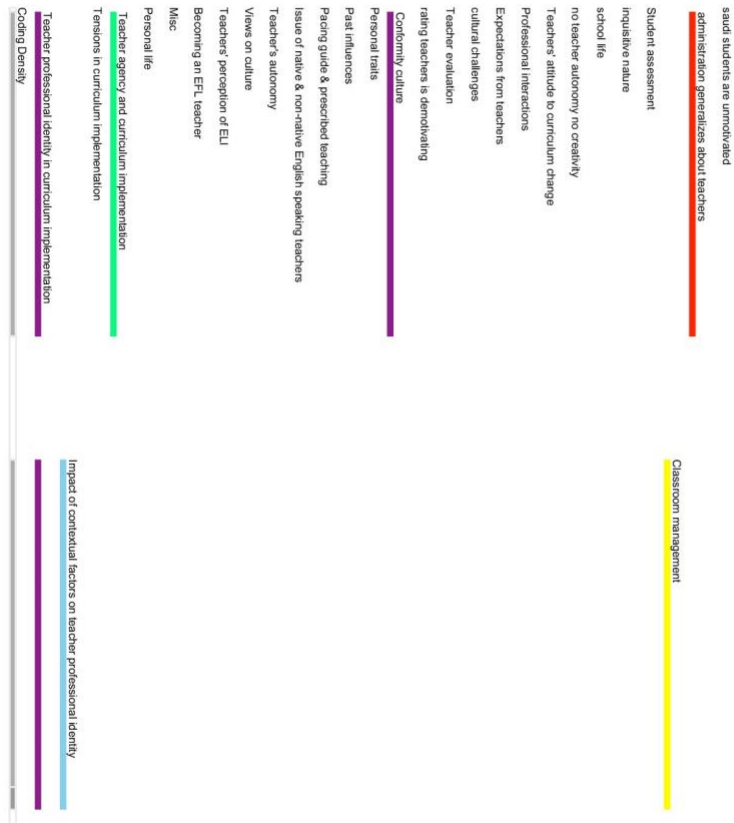
Alan Jameson: Teacher's book right (laughing)... I mean, I think they would say is that people who... from Cambridge who write the books are smarter than us have more experience than us, so we should follow their guidelines in terms of teaching and teach exactly like teacher's book or teacher's guide would help us teach that would be the I think the unofficial policy or the suggested policy. Other than that, I think the ELI promotes a lot of pair and group work. The ELI encourages reduced teachers talk time, the ELI I think, wants most teachers to restrict to the book and wants most teachers to rely on the material that they have given them. I think ELI generally has concerns about... it doesn't have faith in the teachers and usually what happens is this get back to the Saudi culture... gets back to the decision making but there are usually one or two bad examples... somebody who did something wrong or didn't, you know, student's complaint and it creates an idea in the administration's mind that



everybody does the same thing. Everybody is this way so, if a teacher plays a long movie in the class... everybody shows movies all day in class and it is generalized. I am generalizing not but of course, this is the generalization they make. So, going back to the last question most of the policies have made on generalizations because of the experiences they had. I heard earlier this year, o the dean is getting you know everybody is really turning him up on social media. Well, one or two students complained about something on social media and now everybody is being torn up. Again, I think this is the... there is sort of... when one or two people have an issue it creates bigger issue for everybody at the ELI.

Interviewer: Tell me everything about classroom management in the context of ELI.

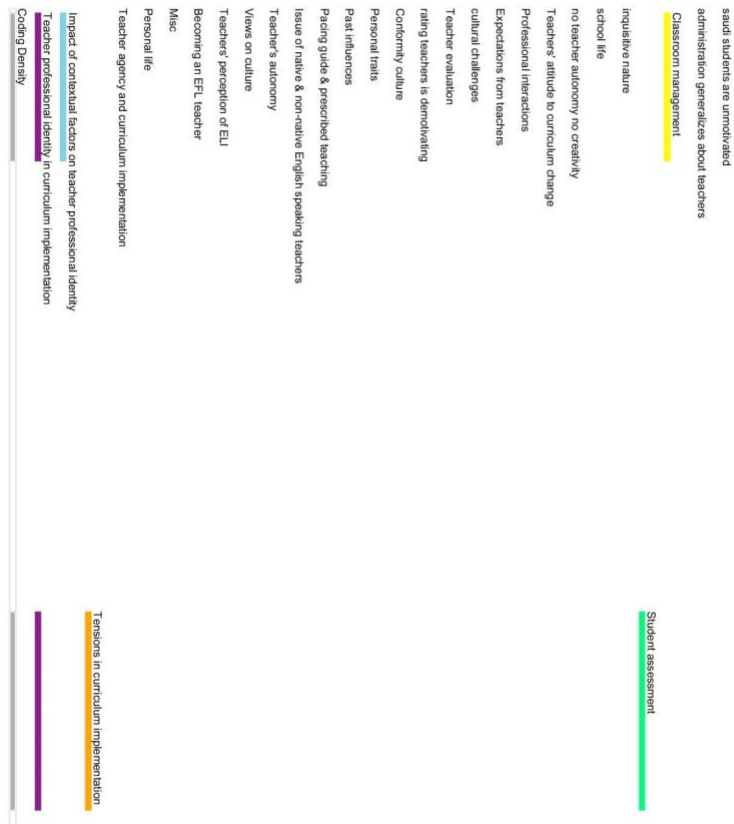
Alan Jameson: Classroom management... Usually, I find that it's easy if you set the expectations at the first day or the first week of the class. If you are an active teacher, you are going to have much better obviously classroom management. If you're walking around when students are practicing activities somebody is good... if you are keeping them busy enough they're gonna be on task. They're gonna be not distracted and you're gonna have classroom management problems. For me, I'd like to call... my management like focus distraction... I want to distract them from things they could be doing that could disturb the class and help them focus on something else that is more beneficial for them. As long as I can keep them busy that's kind of a way to manage the class. There



are always students who wanna make jokes or cause problems whatever, you know. I have to go to the bathroom for 5 minutes or whatever I deal with individual basis but if you set the expectations in the first week of the classes of course most of the students are gonna follow you. It's usually successful at the end.

Interviewer: Tell me everything about students' evaluation/assessment in the context of ELI.

Alan Jameson: At the ELI, we have... the main assessments are there are 2 grammar and vocabulary quizzes in each module. Two writing tasks in which students write two or three paragraphs depending on the level. Then we have final speaking exam and final writing exam and then two computer-based tests, one midterm and one is the final exam. It's not quite as formative as I'd like to see it. Again, I am not an expert on assessment. I think there is... it can get better I think quizzes help students a little bit, a little more be prepared for exams. Personally, I think they should have a quiz every week, small quiz. I actually lead the committee on assessment review committee last year to review all the assessments. One of the important findings we found out that I wish they would change is that the rubric for the writing is all needs to be changed. It should be written in very simple English, not in difficult English. So, the students can read this rubric. Almost 90% students can't really understand it. So, for them they're trying to meet the expectation, they can't ever understand it... the expectation. I think the students are expected to do something they can't because



Saudi students are unmotivated
administration generalizes about teachers
Classroom management
Student assessment
Inquisitive nature
school life
no teacher autonomy no creativity
Teachers' attitude to curriculum change
Professional interactions
Expectations from teachers
cultural challenges
Teacher evaluation
rating teachers is demotivating
Conformity culture
Personal traits
Past influences
Pacing guide & prescribed teaching
Issue of native & non-native English speaking teachers
Teacher's autonomy
Views on culture
Teachers' perception of ELI
Becoming an EFL teacher
Misc
Personal life
Teacher agency and curriculum implementation
Tensions in curriculum implementation
Impact of contextual factors on teacher professional identity
Teacher professional identity in curriculum implementation
Coding Density

they don't know what it is. So, that could be a pretty easily remedy that just write an Arabic version new version or at least a very simplified version in English for the students but nobody wants to listen that argument. Of course, again the culture of this place is that assessments are... students freak about them and they really concerned about their assessments. They want... for them the pressure is so high, of course. They cheat on it. They you know, cram all the material what they are studying all day long. They're trying to prepare themselves for the exam. They can't study one day more before. They can't study two days before the exam because they forget everything. So, they can only do it one day before. It's the part of the culture, I think. High stake testing which is unfortunate but...

Interviewer: It's really interesting. Tell me everything about the working hours or teaching hours at the ELI.

Alan Jameson: Our contract is for 18 teaching hours. So, that's usually 5 days a week split up into three or four-hour sessions. Officially, our contract is 40 hours a week including, you know, office hours but mostly we don't work that much that. There is... every day we are expected to teach and to do 2 hours per day. So, two office hours are often used with a unit which could be writing exams, it could be making copies, it could be working with students in Student Support any of those things.

Interviewer: Tell me everything about pacing guide.

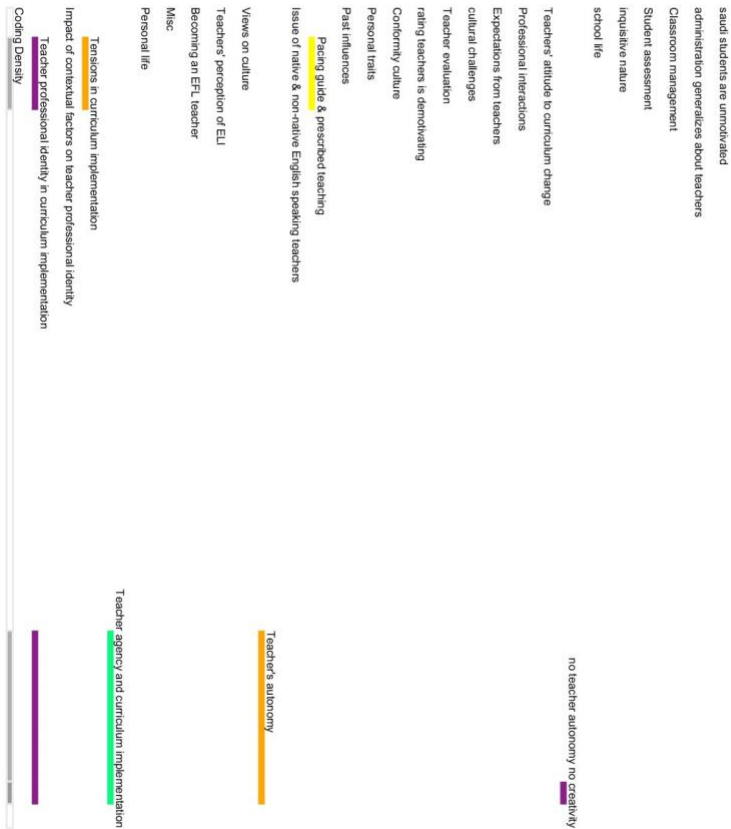
them to have all that material before that. Generally, it's good. I think, I don't struggle with it too much. If I have repeating students we need more revision, yeah, then it's a challenge.

Interviewer: Tell me everything about the instructional pack.

Alan Jameson: Instructional pack... It's a kind of guide. It's guide to help you prepare for what needs to be taught over that particular module for that particular level. It's, I guess, it's changed this is the first year we didn't have it with pacing, right, they're separated, or I think before it used to be combined, yeah. So, Instructional pack is a kind of guidelines for how to run assessments, how to do certain things even before it used to have writing tasks. Now, I think they are also a separate thing. It's more of a guideline. I think what you are going to teach and how to go about it but...

Interviewer: Tell me everything about teachers' autonomy in the context of ELI.

Alan Jameson: Teachers' autonomy used to be much greater, I think, in the past. I think it's been reduced every passing year it's gone down and down. Again, if I go back to the expectations that you are sticking to the book, you are teaching what's in the book only and from the teachers' pack. You're not doing things outside of that. It's the expectation. So, teachers, I think, don't have as much



saudi students are unmotivated
administration generalizes about teachers
Classroom management
Student assessment
Inquisitive nature
school life
no teacher autonomy no creativity
Teachers' attitude to curriculum change
Professional interactions
Expectations from teachers
cultural challenges
Teacher evaluation
rating teachers is demotivating
Conformity culture
Personal traits
Past influences
Pacing guide & prescribed teaching
Issue of native & non-native English speaking teachers
Teacher's autonomy
Views on culture
Teachers' perception of ELI
Becoming an EFL teacher
Misc
Personal life
Teacher agency and curriculum implementation
Tensions in curriculum implementation
Impact of contextual factors on teacher professional identity
Teacher professional identity in curriculum implementation
Coding Density

autonomy as they used to. I think it's detriment to the ELI because we have so many good quality teachers with really really creative ideas, with really interesting things to keep the students interested. I go back to classroom management.... a teacher is saying in the book in the book in the book... it increases sort of boredom for the students and without autonomy for the teachers to do something interesting. It challenges their classroom management. The students get bored. They want to do something else, they sleep, they play with their phones and whatever, it's a distraction. If more creative teachers are allowed to be, the more students are involved, the better the classroom management is. In my opinion, more teaching could be done just more learning can happen, right. If teacher is creative, of course, we're gonna fail, you know, teacher can fail. It's ok. If there is a good teacher he can reflect and say what I am going to do differently next time, how can I change that, you know. So, autonomy is a big problem here, I think.

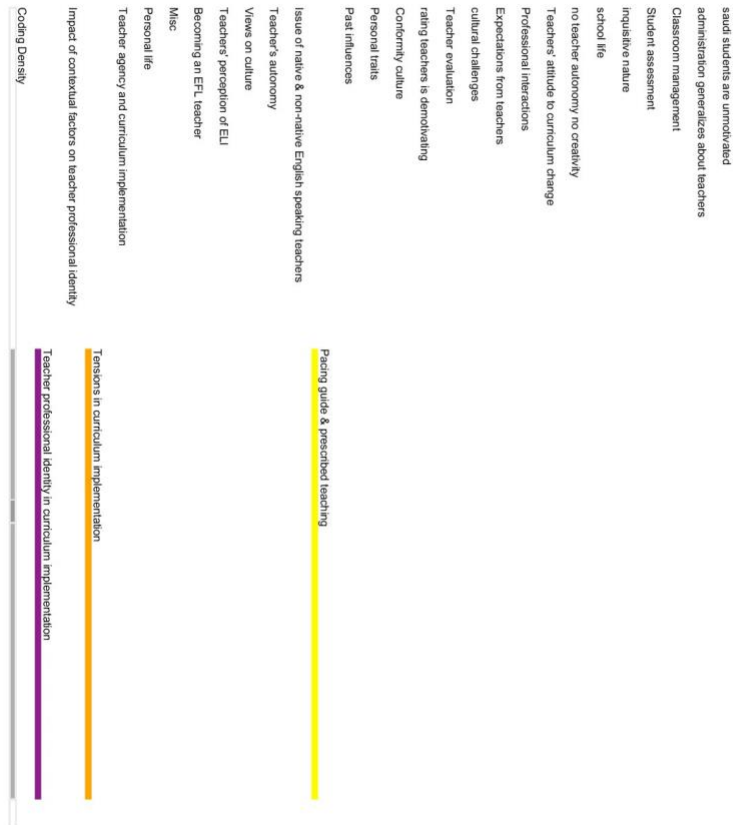
Interviewer: Thank you so much for sparing time and sharing your narratives and its pleasure listening to you.

Alan Jameson: You're welcome.

Interview 3- Alan Jameson

Interviewer: Thank you so much for taking out time for the third interview. Tell me everything about the pacing guide used at the ELI.

Alan Jameson: The pacing guide is a guide that is supposed to help teachers know what to cover in what weeks according to the curriculum that is given. So, for example, pacing guide might say for the first week of classes you need to cover the whole first unit and two sections into the second unit or something. So, it's, I think, a guide meant to help teachers stay on track to make sure they are completing what they need to complete by the assessments that are coming up like the quizzes or the final exam or the midterm exam. I think, generally, at the ELI the feelings are pretty strong that it's too fast. There are too many things trying to fit into one... in short amount of time. It doesn't allow freedom for teachers that is a big part of it is that teachers aren't free to spend more time on revision of certain things or to move more quickly on certain things. For me, I understand the justification behind it because they wanna make sure that everyone is covering the same materials I can understand that. At the same time, I believe completely that teachers' autonomy for most part of that is restricted. Teachers should be able to do what... they know their class best. They know how fast the class can move, they know what help they need on, extra help on. So, to push teachers and to be rigid about it I think, is a challenge for most teachers myself included. I mean I would say generally, I don't like it. The part of the reason why a lot of people like teaching is because of the freedom that it gives you to do what is



saudi students are unmotivated	
administration generalizes about teachers	
Classroom management	
Student assessment	
Inquisitive nature	
school life	
no teacher autonomy no creativity	
Teachers' attitude to curriculum change	
Professional interactions	
Expectations from teachers	
cultural challenges	
Teacher evaluation	
rating teachers is demotivating	
Conformity culture	
Personal traits	
Past influences	
Pacing guide & prescribed teaching	
Issue of native & non-native English speaking teachers	
Teacher's autonomy	
Views on culture	
Teachers' perception of ELI	
Becoming an EFL teacher	
Misc	
Personal life	
Teacher agency and curriculum implementation	
Tensions in curriculum implementation	
Impact of contextual factors on teacher professional identity	
Teacher professional identity in curriculum implementation	
Coding Density	

best for your students. So, to be told you don't know what is best is frustrating, you know, at the very least.

Interviewer: Interesting. Do you remember an occasion when you found yourself struggling dealing with the pacing guide?

Alan Jameson: Yeah. I mean, for example, this module, this quarter that we had I was sharing a section with a teacher and the last module too the same thing we shared and if the other teacher isn't keeping up it, it's impossible to catch up where they left off, so you might be moving very quickly very quickly but the reality of it is that they are not, if you are not working as a team it causes big problem. Even when I was a full-time teacher in a classroom I definitely faced challenges, I think, to a lesser degree I had a control of myself, you know, but I always had rushed feelings. I have to cover this, I have to cover this, I have to cover this. Definitely, I feel rushed.

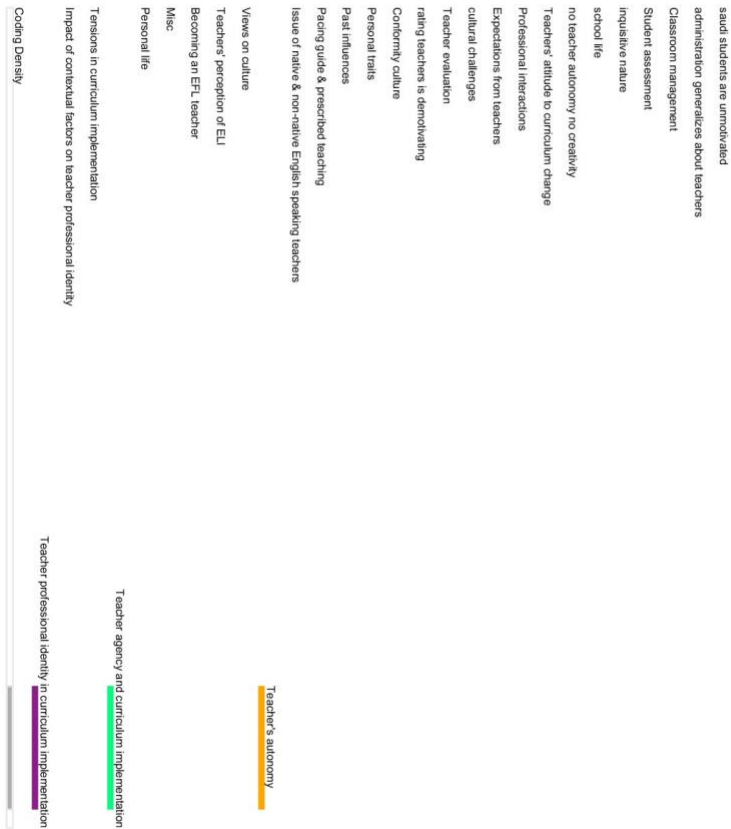
Interviewer: Tell me everything about teachers' pack or teacher's guide used at the ELI.

Alan Jameson: Teacher's guide, obviously, it's a sort of a plan how to teach the materials that are provided for us. I think it's actually quite good like generally speaking, I think, it's good... sort of good guide just to help you know what the focus on, how to do certain procedures especially, if you are a newer teacher or you are not familiar with the material it might be more helpful. I think

again, it goes back to not having the autonomy of what you think is best for your particular class, for your particular students. Again, I think, I see the justification sometimes teachers don't know how to do it they say do exercise one and then here are the answers A, B, C, D which is not the best way. I think I can understand why the administration would think that requiring the teachers' guide as a guide would be helpful. I think there is a medium in there somewhere... a happy medium where we have our autonomy, but we also can refer to things as we need to. You know, if someone is really good quality teacher they don't need to go by this teachers' pack every time. We have many many good quality teachers here so, a few who struggle they probably need it as a guide, but you can't apply rule to everyone because there are a few who struggle with it.

Interviewer: How would you describe your autonomy as a teacher in the context of ELI?

Alan Jameson: What I am given or what I take because they are different. I'd say this year the autonomy has been reduced a lot. Previously, I feel I had a lot more autonomy. Of course, you have a curriculum given to you so, you don't have autonomy in that and usually the quizzes and the exams are provided for you, you don't have autonomy in terms of curriculum. You have to stick to it, but I'd say this year there's been quite it a change and the autonomy has been reduced quite a lot. We're required to sort of do things as a group or do things together and not deviate from the prescribed way of doing things. So,

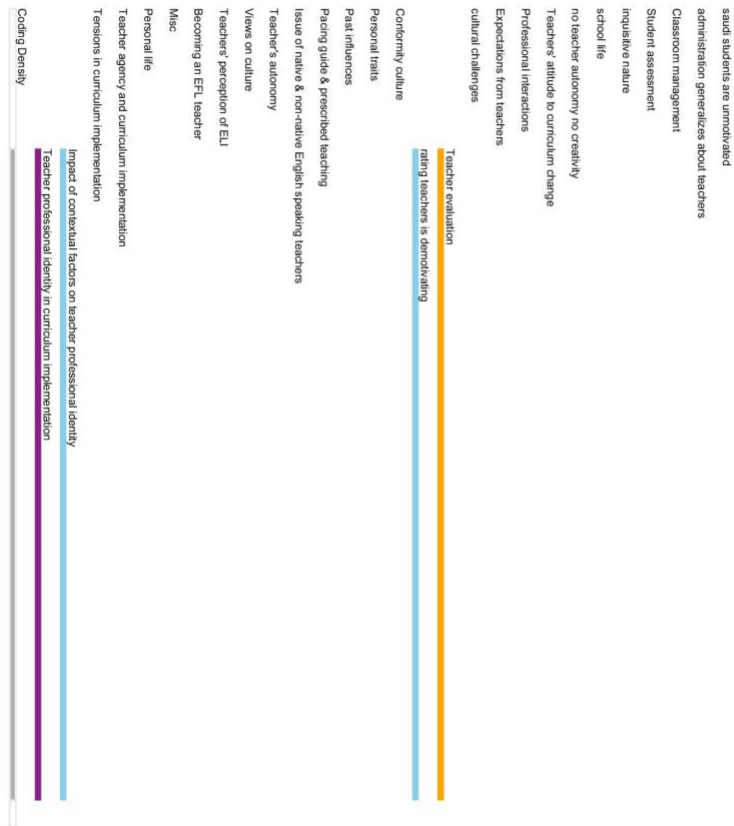




for me, I love... I think like I said before I think, autonomy is very important I think, it's one of the most important things for a teacher to have. For this particular context, you have such a variety of students. The students are so different from one class to the next class even from each other. To say there is a prescribed way to do certain things is not I think, wise.

Interviewer: How would you describe teacher evaluation or teacher assessment at the ELI?

Alan Jameson: One of the ways we assess teachers is through observations which, obviously, you know well. So, an observer will go to a teacher's classroom for about 50 minutes. He'll have a lesson plan given to him and he'll observe 13 areas which we consider important... consider priorities which include things like classroom management and giving instructions and things like that. So, each of those things is measured on a scale 1 to 5 and then overall, we give overall grade at the end between 1 to 5. So, that's calculated and given to the teacher. They have the opportunity to ask for review if they don't think it's fair. It's also calculated overall evaluation that they get yearly. I guess it supposed to be every module, but I don't know it's happening or not but yearly sort of evaluation which comes from unit heads from observation and from variety of different sources. This is the way they evaluate teachers here.



Interviewer: Would you please talk a little more on this issue how would you describe your experience with the teacher evaluation?

Alan Jameson: I feel I am going across the bad attitude what they are really doing about it. I mean you heard me arguing in the meetings about I think, those scores for me is not beneficial at all. I believe wholeheartedly, that it makes it's worse for teachers when they see a score and it's all they care about, they don't care about improving, they don't care about actually taking the steps that you suggest. As an observer who sees things from the outside doesn't see things... I am not the one in the classroom all the time, I see a picture as snapshot what's happening. I see things I know can be improved. I can give a suggestion to a teacher and say here are two things you can do to make your class better tomorrow, but I think the fact is that there is a 1 to 5 rating given to the teacher really affects their mentality about the observation and they don't focus on either on their strength or their weaknesses at that time. Unless they can get a 5 then they say ok, I am strong in these areas but generally speaking even if they are 4 + they won't look at the areas of improvement they won't think. All they care about is the score the number and again, it's hard it's really, it's just a snapshot it's just a short time where you're not seeing a bigger picture you are not doing formative it all. It's just one sort of summative assessment. If it is a bad day if it is a bad class it messes everything up for them. For me, if it's up to me I would completely remove the number... the scoring system maybe give a satisfactory or not

satisfactory something like that just help them focus on those things that can help them improve.

Interviewer: It's quick logical. How would you describe ELI's expectations from you as a teacher?

Alan Jameson: I don't know. It's a part of problem, I think. It's a bigger issue at the ELI is that the expectations aren't clear. Even the fact that evaluations that teachers are going to be given this year are not... they didn't know about that beforehand. It's a big problem for me. You can't help them to meet the expectations you didn't know they exist. So, to me, it's very frustrating. I think expectations are to follow the rules that are there. I don't know it's hard because I don't know their expectations in terms of teaching if there are any it's not the same for everybody. They mentioned something about they are going to judge teachers according to how successful the classes are which is again I don't fair at all. I think it's ridiculous because you got a variety of classes you got a class where students which is very low, obviously, it's gonna be a different situation for you. Yeah, I think expectations are not clear and that's a challenge.

Interviewer: Nice. How would you describe your experience with the Saudi management at the ELI?

Alan Jameson: Very little. I don't interact with them much at all. So, things that we do here for them are usually... rules or things that are dictated... sort of declarations you



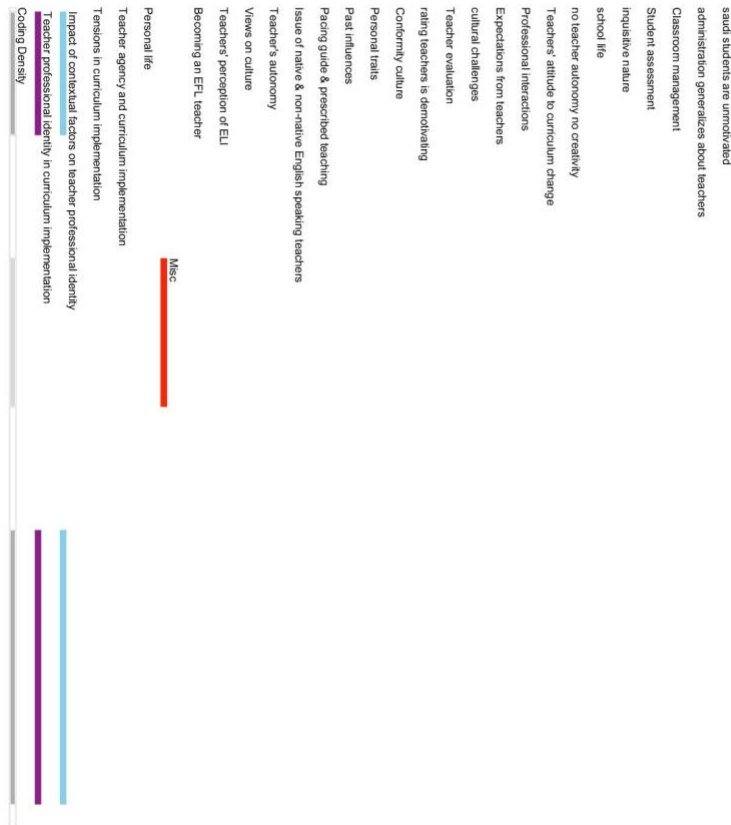
are going to do this and that's all to it. There is no discussion. So, my experience especially for this year I just don't have any interaction with the Saudi administration at all. Everything is filtered down through somebody else.

Interviewer: Tell me everything about Saudi management at

Alan Jameson: I guess when we first come here you get an experience with them. Things don't move very smoothly, you know. When arrive and everything takes longer than expected. You can't do two things in one day. One thing one day. If you get done with one thing you are very happy that it's finished.

Interviewer: Interesting. Tell me everything about your work environment/ facilities at the ELI.

Alan Jameson: Work environment... Well, I would say it's a sort of feast and famine like it depends who you are what you get. It was a struggle for us it took us 3 months to get a printer for our group and I just returned it today by the way. So, it's a big struggle. It is a part of the administration how they deal with the things getting your officers very difficult for me I can't get my office they say they all reserved for the Saudis you can't have one. You know photocopier are... I filled out a lot of requests for a new toner for the photocopier 6 months ago and it still hasn't come yet. So, I don't know everything just works



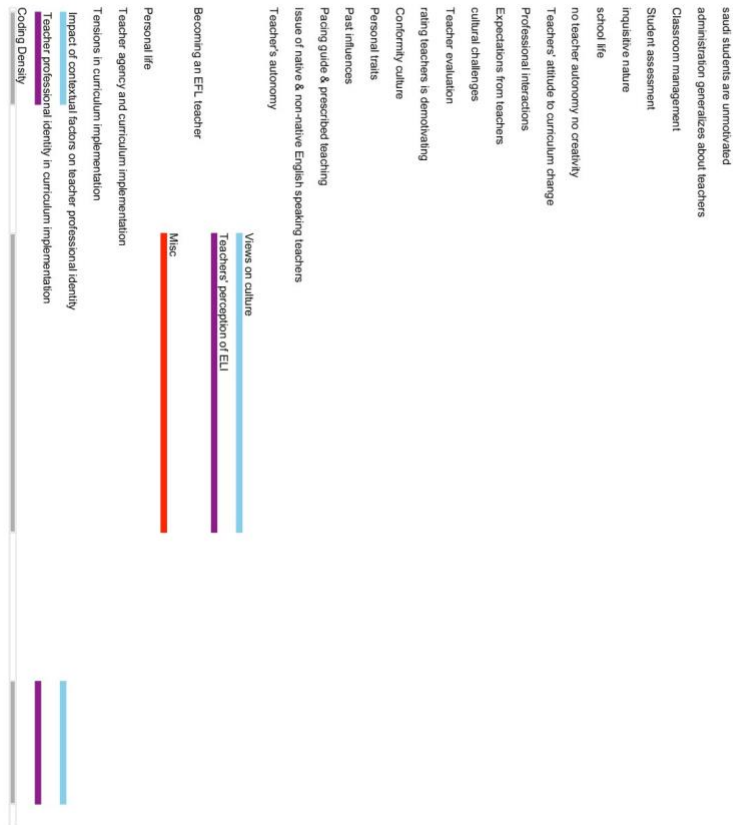
by Wasta, works by who you know. It doesn't work by hard work or these kinds of things which is difficult for a westerner, you know, who used to do things by hard work.

Interviewer: I can understand. How would you describe Saudi work ethics?

Alan Jameson: It's anonymous, right. I mean for my observation it's always difficult to find a Saudi in their office at the time when there're supposed to be in their offices. I don't know what they're doing. I don't know they are here or not here or with their friends drinking coffee or whatever but it's a challenge. Often in my experience you have to follow up somebody for three or four times to get something done. So, it's challenging again I think specially for a western person who used to people have a job and they do their job and that's all it is. If you don't do your job you lose your job. Whereas here I feel like from my experience again that's not the case.

Interviewer: It's really challenging. How would you describe your experience of observing office hours or unit work in the context of ELI?

Alan Jameson: Office hours to me seems like something that is for show. It's not for a purpose. For us, it's little different we do have tasks come and go but for most of the staff they just have to be here with no real purpose to be here. So, it's different for Curriculum and Testing Unit

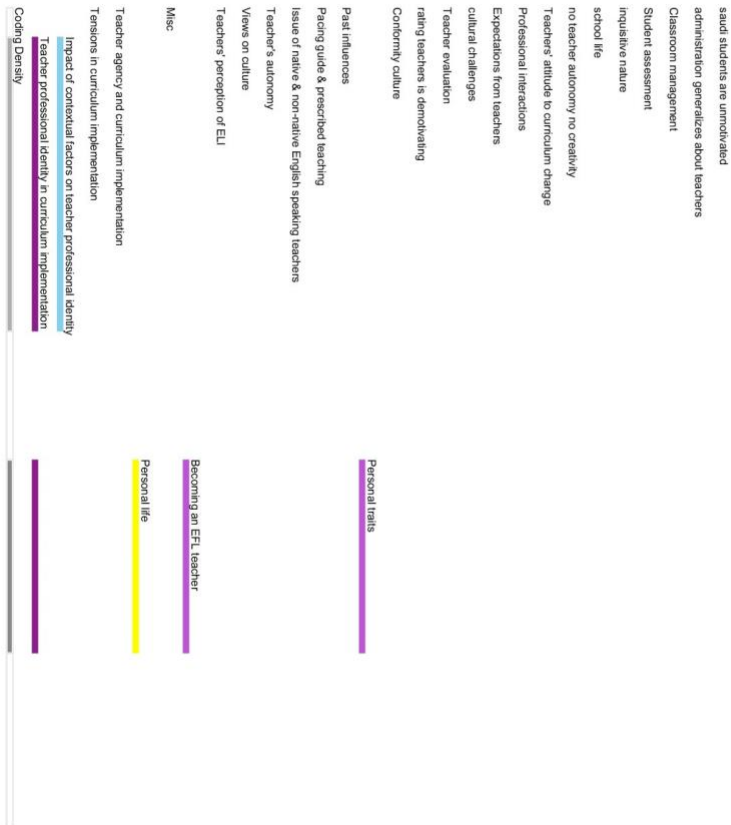


I think they have actual work to do and they are quite busy. They don't get a lot of relief from that, but I think most teachers do it grudgingly they don't like the idea of being told to do it without a point, without a purpose. If there is a purpose then I think we might have much different attitude, you know, ok we are going to work on this project together for this time every everybody, I think, would generally be on board to do it. But, it's like a purposeless sort of wandering like why we are doing this. Office hours have no purpose to it just you wanna show your dominance over us or what it is. I don't know what it is show us cracking the whip and we have to obey you. I know what is the real motive behind it.

Interviewer: I understand it's really frustrating. Tell me everything about your future plans.

Alan Jameson: I wish I knew a bit of it. I think I will be here for a short time longer and then I'd probably like to go for a PhD someday within couple of years. I would like to teach teachers future teachers. I think that to me would be an idea, I think, I am good at that the experience that I have would be helpful in that. I don't know that it works... it happens in the States or overseas I am not sure but...

Interviewer: If you are interested in teacher education it would be really an interesting area to work in.



sadist students are unmotivated
 administration generalizes about teachers
 Classroom management
 Student assessment
 Inquisitive nature
 school life
 no teacher autonomy no creativity
 Teachers' attitude to curriculum change
 Professional interactions
 Expectations from teachers
 cultural challenges
 Teacher evaluation
 rating teachers is demotivating
 Conformity culture
 Personal traits
 Past influences
 Pacing guide & prescribed teaching
 Issue of native & non-native English speaking teachers
 Teacher's autonomy
 Views on culture
 Teachers' perception of ELI
 Becoming an EFL teacher
 Misc
 Personal life
 Teacher agency and curriculum implementation
 Tensions in curriculum implementation
 Impact of contextual factors on teacher professional identity
 Teacher professional identity in curriculum implementation
 Coding Density

Alan Jameson: Yeah. I think it's, you know, something about shaping people who are gonna shape people that is always intriguing, and I would like to do. Let's see.

Interviewer: I wish you best of luck for that and I am sure you would achieve your goal. I believe there should be an idea first and then things start happening accordingly. Thank you so much for sparing time and sharing your stories with me. It's pleasure listening to you.

Alan Jameson: You are welcome.

Appendix E

Restored narrative (Alan Jameson's restored narrative)

Transcription of audiotape	Retranscription by the researcher	Restory by the researcher
<p>Alan Jameson (pseudonym)</p> <p>I grew up in America outside Chicago in the suburbs. When I was 5 years old when my father got diagnosed with a disease called (?) ALS. It is a neurodegenerative disease and for 3 years. He was sick and then he died when I was 8. So, this is how I had 3 years of my life and then my mum got remarried when I was 13. So, yeah, and then otherwise it was mostly happy besides the death of my father... loving parents and family and 3 older sisters. I was the youngest... only boy.</p> <p>I went to a small private school only had about 25 to 30 people in my class, in each grade. It was small, but we were very close... close friends everybody in the school and it was nice. I had a good experience, I think, it didn't have a lot of modern things. It was basic, more basic but it was done well, I think. I have many memories of my school life. The strongest one is in the 6th grade. We went to the science camp you actually go as a class, you go to a camp</p>	<p>Code key: s: setting, c: character, a: action, p: problem, r: resolution</p> <p>I [c] grew up in America [s] outside Chicago. When I [c] was 8 years old my father [c] died [a]. My mother [c] got married when I [c] was 13[s]. I [c] was the youngest and only boy.</p> <p>I [c] went to a private school [s]. We [c] were very close to each other. When I [c] was in 6th grade, we [c] went to a science camp [a] for three or four nights [s] and learned [a] a lot about nature and science [s].</p> <p>When I [c] was in 8th grade, my teacher [c] was quite innovative and did [a] practical things to teach [a] us.</p> <p>After school, I [c] went to a community college [s]. I had a</p>	<p>I grew up in America outside Chicago. My father died when I was 8 years old. My mother got remarried when I was 13. I was the youngest and the only boy in the family.</p> <p>I went to a private school near my house. All my classmates were very close to each other. When I was in 6th grade, we went to a science camp for three or four nights and learned a lot about nature and science there. When I was in 8th grade, my school teacher was quite innovative in his teaching and he</p>

<p>about an hour away and you stay there overnight for three or four nights. It's very interesting. You learn about science you learn about nature and you observe things. I think the other best memories are in grade 8 I had a really good teacher who really wanted to try some new things. He was younger, so he was trying new ways of teaching he'd try new things like you...he gives you pretend money, you had to spend out in the stock market and figure out how to make money. Or you like, you have a pretended marriage and you have to figure out how to make budget and you know how you are gonna spend money. Or you have to be like do things like you are a travel agent, so you are gonna, like, plan a trip for someone who wants to go to a different country and there were so many practical things and there were different ways of learning so that stood up in my mind.</p> <p>Alan Jameson: First two years I went to a community college near my home that time. I took the basic classes out of the way and then I went to a college the other side of the country after that for 3 years. It was great. I had got very nice experience. I had some good friends. You know, I learnt a lot there. I studied education during that time. Anything that stands out may be... academic or... ?</p>	<p>great experience [a]. I [c] studied education [a].</p> <p>In college, [s] the professor [c] for writing class taught us [a] how to give feedback [a].</p> <p>At university [s], I studied education [a]. I [c] studied and worked at the same time [a]. I [c] had really close friends [c] and we [c] did a lot of outdoor activities together [a]. in history class [s], I [c] thought I'll get B [a] minus so I [c] got B minus [a].</p> <p>I [c] was influenced [a] by my teachers [c] a lot. I [c] thought what does the world need [a]. I [c] wanted to do something [a] that was enjoyable and what the world needed [a].</p> <p>I [c] started teaching [a] at an elementary school [s] in Arizona [s]. In the first year [s], I [c] had a supportive and encouraging [a] principal [c]. Then, I [c] went to a school [s] which was situated in an area [s] where people [c] of low socioeconomic status lived [s]. The principal [c] was terrible and</p>	<p>taught us by involving us in different practical activities.</p> <p>After school, I studied education in the nearby community college and had a great experience there. Our professor taught us how to provide effective feedback on writing.</p> <p>At university, I studied education and did a part-time job as well. I did a lot of outdoor activities with my friends there. I was influenced by my teachers a lot. For choosing a career, I thought about doing something that was enjoyable and needed in the world.</p> <p>In Arizona, I started teaching at an elementary school. Initially, I had a</p>
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<p>Alan Jameson: The writing class we had I think a professor who was very involved you know very good at giving feedback. It's like it was the first time I remember like not just giving red mark things on the paper, you know, I remember giving actual, like, if you did this then this might help you to improve it how could you change this how to give it a proper introduction to make it more effective.</p> <p>Interviewer: How would you describe your university life?</p> <p>Alan Jameson: I studied education at university. Yeah, it was paid by my mom and then I had scholarships. It was good. I lived in the dorms for one year and then I lived outside for 2 years. I worked as well... part time not full time and I had really good friends. We were really close, and we did a lot of things together and you know, do a lot of activities. There were a lot of outdoor activities like climbing, mountaineering, riding boats or whatever the stuff like that. It was really interesting, and this was what I strongly remembered the things outside the classroom. Although I have good classroom experiences. I enjoyed my classes the most part. I remember in one class I took the history of Africa. I went to the class and on the first day I said I'm gonna get B minus in this class no matter what happens, and</p>	<p>unsupportive [a] and I [c] ended up really getting burned out [a]. My wife [c] also taught there [s] and we both had difficult time [a].</p> <p>I [c] got my MA [a] in English as a second language while I was teaching [a] at the elementary school [s]. I [c] started teaching [a] EFL in 2005 [s].</p> <p>It was tough coming to Saudi Arabia for a while [s]. My friend [c] told me and I agreed to take [a] the teaching position in Saudi Arabia [s] with a good salary package [s]. It took 6 months [s] in the process. I [c] thought [a] nothing would happen [a]. I [c] only knew [a] about Saudi [s] what I watched [a] on TV.</p> <p>When I [c] started teaching [a]the Saudi students [s] I [c] found them respectful and polite [s] but they [c] are not motivated [a] to learn English [p]. In America, [s] students [c] from various countries [s] pay for their education and they [c]are motivated [a] but here [s] they [c] are getting paid [a] and it's opposite [r]. Here, [s] students [c] wants to become [a] "managers" [c].</p>	<p>supportive and encouraging principal but later in another school which was situated in a low socioeconomic area, I had a terrible experience with the principal and ended up really burned out. I got my MA in English as a second language while I was teaching at the elementary school and I started teaching EFL in 2005.</p> <p>My friend told me about an EFL position in Saudi Arabia and I agreed to take the teaching offer because they offered a good salary package. It was tough coming to Saudi Arabia for a while because they took six months in the visa process. When I started teaching the</p>
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<p>you know, I got B minus what happened at the end of the class I got B minus (laughing). I knew that my professor knew that it was interesting.</p> <p>Interviewer: Tell me everything about your decision to become a teacher?</p> <p>Alan Jameson: I guess, I thought it took a while, I think, before I wanted to go into business. I think it's just talking to people, I think in my life I was influenced by teachers a lot especially, in high school. I talked to people I respected a lot and you know. I thought what does the world need. It doesn't need more business people necessarily, but I would work that I enjoy in the later part of my life. What's enjoyable and what the world needs, putting two things together that sort of thing, I think, it was teaching, it was where need and interest intersect.</p> <p>Interviewer: How would you describe your early teaching experience?</p> <p>Alan Jameson: I taught at elementary school for about 4 years in Arizona. It was difficult... the first year was good I had a great principal of the school. He was very supportive and encouraging. In the first year, I needed a lot of help and he was very helpful and then I went to a different school which was</p>	<p>With the passage of time [s], the job at the ELI has gotten harder and harder. It requires more time and we [c] get the same pay and there is more scrutiny [p]. We don't have the freedom to exercise our own creativity [p]. I [c] love teaching [a], enjoy expressing myself [a] and flexible according to the needs of the students [a] but we are asked to complete the number of pages and stick to the book [p].</p> <p>I [c] think there are so many things that come from the local culture [s][r]. The culture of "wasta" (to help) [s] is one of the challenging things [a] that you need to deal with [p]. In America [s], we [c] earn everything [a] by working hard [a] but here [s] people [c] earn things [a] that they [c] don't deserve [p]. I [c] avoid thinking about such things [a] otherwise, they will make me crazy [r]. My wife [c] always advise [a] me to change myself [a] according to the culture [r].</p> <p>I [c] think curriculum plays [a] an important role in this situation [s]. As far as New Headway Plus is</p>	<p>Saudi students, I found them respectful and polite, but they were not motivated to learn English. In America, students from various countries pay for their education and they are motivated to learn but here they are getting paid and lack motivation for learning. I believe local culture has a strong influence on the educational practices. The culture of "wsata" (help) is one of the challenging things that we deal with. Unlike America, here, people earn things that they don't deserve. I avoid thinking about just things otherwise I will go crazy. I think due to the "wasta" culture, people expect that somebody is going to</p>
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<p>not in a good area rather, it was in a bad area with very low socioeconomic status people. The principal of the school was terrible I thought I could get more help there but ended up really getting burned out and it was difficult. My wife worked there also so we... it was hard we couldn't help each other because we both had difficult times.</p> <p>Interviewer: Did you meet your wife there?</p> <p>Alan Jameson: No, no. We were dating before that and then we both got jobs. Then, we got engaged.</p> <p>Interviewer: How would you describe your EFL teaching experience?</p> <p>Alan Jameson: I was teaching almost everything to 4th or 5th grade students. After that, I taught some adult education classes. I taught online for a university. But, not English specifically. I got my master's while I was teaching elementary in English as a second language. After that, I taught adult education classes. In 2005, I started teaching EFL to adult education students.</p> <p>Interviewer: Tell me everything about your decision to come to Saudi Arabia?</p> <p>Alan Jameson: Yeah, it was tough for a while, but it happened at the end. There</p>	<p>concerned [s], it was better [a] for lower level students [c] because it was more subtly categorised [a] into listening, speaking and writing sections [s] than the Cambridge book [s] which is better [a] for the students [c] who are appropriately placed [a]. The text in the Headway [s] was used [a] for reading comprehension purpose but in the Cambridge book [s] it is used for lead-in as well.</p> <p>I [c] was expecting [a] the change in curriculum [p] as it was getting old now [r]. I [c] was ready for it [a] and it was ok [a]. When we [c] came back after summer vacation [s], we [c] were informed [a] about the training sessions [s] on the new book [s][r].</p> <p>I [c] think quality teaching [p] for me is when I [c] can see students [c] produce [a] what you expected them to produce [r].</p> <p>I [c] adhere to [a] communicative approach in my teaching [s][p].</p> <p>I [c] think [a] in terms of teaching methodology [s] there are certain things that are same in both the</p>	<p>take care of you even if you don't work for it and it trickles down to our students as well. Therefore, many of our students consider cheating as help and it is not considered bad if you get caught red-handedly.</p> <p>However, due to generation-gap, the Saudi culture is changing now.</p> <p>The ELI aims to prepare students to be successful in English for their future classes but apart from this, students generally don't need English in their social life so, their motivation to learn English is quite low. The ELI administration works like a dictatorship and they are not in touch with reality. There isn't</p>
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<p>was a friend of mine was who at the time was a director of American cultural English program at the university, the big university in our state. He said, hey, somebody just came by here somebody used to work for me and got his PhD here and his name is Abdullah Al Bargi and he is now the vice dean of an English program and he is looking for people to go out there and they pay pretty well, and would you consider it. So, I said yeah, and I told him I'll think about it and talk to my wife and then I talked about it and I send him an email and sent be back. He really admires this friend of mine his name is Mark. So, you know, this is how they started the process and it took 6 months (laughing) or so it was, I think it was April and until November I actually got something from them. During that time, I thought nothing gonna happen. I didn't have any idea about Saudi. I just had some idea in my mind or whatever I have watched on TV... sand, bedouins and camels.</p> <p>Interviewer: How would you describe your experience of teaching to Saudi students?</p> <p>Alan Jameson: I would say generally they are respectful, generally they are polite of course, there are always exceptions, I would say they are probably not as motivated as the other students probably because majority's</p>	<p>books [s]. For example, the text is used [a] as a lead-in for listening and grammar [s]. I [c] like communicative approach [s] because it offers [a] the flexibility that is needed [r] to accommodate the needs of our students as all students aren't the same [r]. So, if we [c] just stick to the prescribed book [s], learning won't happen [p]. I [c] think flexibility is one of the major components of successful teaching [r].</p> <p>For teaching the new curriculum [s], we [c] were given [a] two kinds of three hours session trainings [s].</p> <p>I [c] think there should not be optional professional development [s][p] rather, it should be according to the particular needs of teachers [r].</p> <p>They [c] don't allow external professional development now [p]. I [c] was interested [a] in writing skills [s] and wanted [a] to train [a] people [c] on it. Professional development [s] is a weak area [p].</p> <p>I [c] feel like I [c] have no relationship with the administration</p>	<p>a lot of support for teachers except for a few. Therefore, the ELI goals are difficult to meet for teachers because there are mixed-ability students in most of the classes.</p> <p>With the passage of time, the job at the ELI has gotten harder and harder. It requires more time and we are subjected to more scrutiny but get the same pay. We don't have the freedom to exercise our own creativity and lack teacher autonomy. I love teaching, enjoy expressing myself and I am flexible according to the needs of the students, but we are required to complete the number of pages and stick to the book. Teachers are</p>
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<p>language here is Arabic, so they are not as motivated to learn English where is the students I had in America of course they were mostly from Mexico or Salvador and they were mostly Spanish speakers but the majority's language in America is English. So, they were motivated to do that, and they knew that it would help them in their jobs. So, there they were paying for their education but here students are getting paid. It's totally opposite of course again, you have a range engineering and medicine students are quite motivated but on the other hand, there are students who are not motivated, and they are interested in becoming "managers".</p> <p>Interviewer: How would you describe your job at the ELI?</p> <p>Alan Jameson: I think the job here has gotten harder and harder. It's gotten less fulfilling over the years. It requires more time the same pay and there is more scrutiny now as compared to before and I think, we don't have the freedom to exercise our own creativity. That's a big part of it, right, the hardest thing is that people enjoy teaching including myself is that you can express yourself and you can be flexible according to the needs of the students but now here the general idea is</p>	<p>[s]. I [c] try to stay away [a] from the them [c].</p> <p>I [c] have [a] really good relationships with my colleagues [c]. You [c] have closer relationships with those [c] who have their class next to you [s].</p> <p>I [c] think [a] native speakers [c] are stronger [a] in general language usage [s]. Non-native speakers [c] tend to be stronger in grammatical rules [s]. I [c] think [a] our students [c] get value [a] from both. I [c] observe [a] non-native teachers [c] have a great methodology [s] that they display [a] in their pedagogy [s]. They [c] are excellent teachers [s].</p> <p>As a native speaker [s], I [c] started [a] teaching in America [s] where students [c] got a lot of [a] native experience [s] in their social life [s]. Here [s], students [c] have a better [a] reaction to native speakers [c]. I [c] think the students' [c] perception about native speakers [c] is that they [c] are going to help [a] them more. Then, the administration [c] have [a] their biases [s] and they [c]</p>	<p>expected to adhere to the Cambridge teachers' book guidelines in their teaching, do a lot of pair and group work, reduce teacher talk time, focus on the prescribed material only. Pacing guide is an attempt to help the teachers to cover everything that is prescribed to be covered in 6 or 7 weeks that should have really been covered in ten weeks. Due to its lack of flexibility, it's a big area of concern for teachers and they don't like it. For repeating students, it's really difficult to stand that pace. The administration is not listening to teachers which causes a big issue then. Pacing guide would be effective if it is to help</p>
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<p>that don't express yourself (laughing) only complete the number of pages only stick to the book and do your job.</p> <p>Interviewer: How would you describe the Saudi culture?</p> <p>Alan Jameson: Thousand! (laughing). There are many many things that I can talk about and they were really challenging. I mean the "wastah" is the thing that you need to deal with sometimes because in America we were very merit based. You get things because you work hard, and you earn it. It's frustrating, right. But here people get things that they don't earn them, for instance, you see a 20 years old kid is driving a Mercedes. Or you have a student who doesn't come to class and suddenly he is passed on to the next level. These are the things exactly that I generally face. It's not easy to deal with these things I think I had to let things go out of my mind and not think about them because otherwise they will make you crazy. The first word when you come here is to remove the word "why" because otherwise you will get crazy. That's why I don't think about it and I think I understand this is the way things are sometimes its culture and you can't change it. If I drive and I get angry at someone my wife always says you are not gonna</p>	<p>always want to [a] assign [a] them important roles [s] even if they [c] are not qualified [a]. I [c] am happy [a] I [c] am not involved [a] in anything for the last five years [s].</p> <p>The ELI [s] has changed [a] a lot. The program [s] aims to [a] prepare [a] students [c] to be successful in English [s] for their future classes [s]. But, apart for this [s], they [c] don't need [a] English [s] again so students' [c] motivation [s] is quite low [p]. In reality [s], they [c] don't need [a] English [s] as they [c] are told [a][p]. However, I [c] think [a] they [c] need [a] English [s] to be successful in a broader context [s]. I [c] think the administration [c] is not completely in touch with the reality [s][p]. There's not a lot of support for teachers[c] [p]. It's a kind of dictatorship [s][p]. There's a kind of caste system [s][p] where a few people [c] will be untouchable to the end [s]. I [c] think [a] the ELI goals [s] are difficult to meet [a][p]. Though teacher [c] really work hard [a] to achieve [a] those goals [s]. We [c] have [a] a variety of students [c]. There are students [c] who can't write [a] a letter in English [s] and it</p>	<p>the teachers but not to be treated as a law. The administration generally doesn't have faith in teachers and it gets back to Saudi culture. The administration generalizes based on one bad example. So, the policies are also made on generalizations.</p> <p>In the past, teachers used to have more autonomy, but it is reduced now. Teachers are required to teach the prescribed curriculum that is detrimental for the ELI as we have really quality and creative teachers here. If a teacher keeps himself to the book, it creates boredom in the class which challenges their classroom management. When</p>
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<p>change the way they drive you have to change yourself.</p> <p>Interviewer: I want to discuss the curriculum we are teaching here. How would you describe your experience of teaching New Headway Plus Special Edition and English Unlimited Special Edition?</p> <p>Alan Jameson: I think I feel like New Headway Plus is better for lower students. It broke things apart more. It was more separate the things it wasn't as integrated I guess as the book we're using now. So, there was very clear speaking section very clear... this is gonna be about writing. This is gonna be about listening. It was more subtly categorized what we have now. I think for lower students it was a little bit better. The Cambridge book that we are using now I think it's better for students who are at their appropriate level which is not as many as we hope but definitely for the advanced students it's better and better the way it integrates the skills. I mean both the books often have the text you can start with and there will be a beginning point and then go from there. Usually, the text in the New Headway Plus was just for reading comprehension whereas in Cambridge book it is used for comprehension and also used for lead-in and for teaching grammar point. So,</p>	<p>is difficult to expect [a] them [c] to be in B1+ [s][p]. Then, there are students [c] who are really great in language [s].</p> <p>I [c] am pleased [a] about the level of respect [s] I [c] get [a] from most of my freshman students [c] not the repeating students [c]. The repeating students [c] just want to get rid of [a] the program [s][p]. Mostly, they [c] feel beaten down [a]. My biggest concern with the program [s] is that they [c] have very low expectations [s] for the students [c] and it makes me crazy [a][p]. If you [c] treat [a] someone like a C student [c] then he's [c] gonna meet [a] that expectation [s]. I [c] tell [a] my students [c] the first day that here are low expectations [s] ELI sets for you and these are the high expectation [s] I [c] set for you. You [c] are gonna meet [a] the second one because I [c] know you [c] can do it [a][r]. I [c] think to motivate [a] students [c] to meet the expectations is really important [s][r]. I [c] think [a] this is in their culture [s][p] like we [c] can't let [a] the women [c] drive [a] because the men [c] will harass [a] them, and</p>	<p>students get bored they sleep and play with their phones which is a big distraction. If more creative teachers are allowed to be, the more students are involved, the better the classroom management is and more learning can happen. I find classroom management easy as I set the expectations at the first day. By keeping students busy in their language practice activities, I usually don't have classroom management issues.</p> <p>Teachers know their class the best and they what their students need extra help on. So, to push teachers to follow the pacing guide and to be rigid about it is a</p>
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<p>this is one of the major differences I can think of.</p> <p>Interviewer: Tell me everything about the curriculum change at the ELI?</p> <p>Alan James: I think I already knew it as I had already taught New Headway Plus for couple of years and that was getting old you know. It's always nice to have some kind of change after a while. So, yeah, it was ok. I was ready for it. This book was used even before I came here so the students they already had this book. They were writing on it and it was already used. Their cousins used it 2 years ago. So, the same version was used in every year, so I think we were ready for that. When we came back after summer in the first week they held a meeting and they told us that we are going to have training sessions on the new book they wanted to talk about the book how does it work and things like that.</p> <p>Interviewer: How would you describe quality teaching?</p> <p>Alan Jameson: I think if I could see students produce what you are expecting them to produce and that is quality teaching to me. Production can be through writing through speaking even answering the questions you</p>	<p>the men [c] will act [a] like animals [c]. If you [c] expect [a] them [c] act like [a] animals [c], they [c] are gonna act [a] like animals [c].</p> <p>I [c] think [a] one of the negative things in the local culture [s] is “wasta”, the expectation that somebody [c] is gonna take care of [a] you [c] even if you [c] don't work for it[a][p] and it trickle down [a] to our students [a] as well [p]. It is more like a honour and shame culture [s]. Therefore, many of our students [c] consider [a] cheating as help and it is not bad if you get caught [s][p]. But, the Saudi culture is changing now[s]. The younger generation [c] that is more progressive [s] is going to take control [a] the older one [c] which is more conservative [a]. I [c] think [a] overall the culture is under the influence of “Wahabism”[s][r]. Due to the presence of Mecca and Madina here [s], you [c] feel [a] the religious undertone to everything [s].</p> <p>I [c] think [a] our students [c] need [a] a lot of writing practice [s] as they [c] are low in it [s][p]. I [c] think</p>	<p>challenge for them. As a teacher, it is frustrating when someone tells you what and how to teach. I think there should be a happy medium where we could have our autonomy and can also refer to things as we need to. I think it is not fair to force good teachers to follow the teachers' pack as a few are struggling with their teaching.</p> <p>I think curriculum plays an important role in this situation. I was expecting the change in curriculum as New Headway Plus book got quite old. So, the change in curriculum was ok to me. When we came back after summer vacation, we were informed about the training sessions on</p>
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<p>know, that could be quality teaching.</p> <p>Interviewer: How would you compare your personal teaching methodology with the teaching methodology promoted by English unlimited?</p> <p>Alan Jameson: I think there are certain things that are same in terms of I like the way they used text for listening that leads into a grammar or whatever the point of using it. To me, I would adhere probably to the communicative approach and I think that it tries to do that as much as it can, I don't know, it is perfect or not of course, it's got flexibility that needs to be in everything. No two classes could be the same no two students could be the same if we don't adjust for our class our students are never going to be successful in the end. So, we can't just say teach the book and we are going to stick to this exactly as it's written learning would never happen. To me, I think flexibility is one of the major components of successful teaching.</p> <p>Interviewer: How would you describe the support and counselling you received for teaching the new curriculum?</p> <p>Alan Jameson: Yeah, we received some training I think it was for 3 hours I can't remember exactly yeah, but</p>	<p>[a] change is a nice breeze [s][r]. The new book [s] is updated [a][r].</p> <p>It is difficult to talk about students' [c] needs as they [c] are gonna do [a] variety of things afterwards [s][p]. I [c] think [a] they [c] should focus [a]on writing [s] as they [c] generally memorize and rewrite [a][r]. For speaking [s], they [c] get [a] a chance to speak with their teacher [c] or with each other [c] but, this is not the case with writing [s].</p> <p>Normally, teachers [c] aren't involved [a] in decision making [s][p]. I [c] heard [a] some teachers [c] are invited to meet [a] with the dean [c] but I [c] have never been involved [a] in it. All the decisions are made [a] by the administration [c][p].</p> <p>The ELI [s] precisely wants [a] teachers [c] to follow [a] the Cambridge teachers' book guidelines in their teaching [s]. The ELI [s] promotes [a] a lot of pair and group work [s], recommends [a] reduced TTT [s], restricts [a] teachers to the book and the</p>	<p>the new book. As far as New Headway Plus is concerned, it was better for lower level students because it was more subtly categorised into various skills than the Cambridge book which is better for the students who are appropriately placed. I think in terms of teaching methodology there are certain things that are same in both the books. For example, the text is used as a lead-in for listening and grammar in both the books.</p> <p>I think quality teaching for me is when I can see my students produce what you expected them to produce. I adhere to communicative approach in my teaching. I like</p>
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<p>we did have some kind of training. They came back for second time next year I can't remember. I think there were two different types of trainings.</p> <p>Interviewer: Tell me everything about your professional development at the ELI?</p> <p>Alan Jameson: I think they try to offer certain optional professional development I don't think it's very I don't know how to say that pinpoint or specialized to the particular needs. It hasn't been planned teachers are not getting that much of professional development as they are giving them more but in previous years it was about whatever you want to focus on for your professional development. It didn't really reflect things I needed. So, I knew that I needed them so, now and they don't allow to have professional development outside the university. So, I think you are gonna miss out a lot. But in past years I feel like I wanna specialize in writing. So, I've tried to do as much in writing as I could because I want to be able to teach that. I think I wanna train people on that better. To do better professional development I think it's really a weak area so yeah.</p>	<p>material given to them [s][p]. The ELI [s] generally doesn't have faith [a] in the teachers [c] and it gets back to Saudi culture [s][p]. The administration [c] generalizes [a] based on one bad example [s]. So, the policies are made on [a] generalizations [p].</p> <p>I [c] find [a] classroom management [s] easy as I [c] set [a] the expectations at the first day [s]. If you [c] know [a] how to keep busy the good students [c] in their language practice activities [s], you [c] won't have [a] classroom management issues [s]. I [c] keep [a] them busy.</p> <p>Students' assessment [s] is not as formative as I [c] 'd like to see [a] it[s][p]. I [c] think [a] they [c] should have [a] a weekly quiz [s][r]. I [c] recommend [a] the rubric for writing assessment [s] should be written [a] in simple English or translate in Arabic [s][r] because majority of the students [c] can't read and understand [a] it [p] therefore, they [c] can't meet [a] the expectations [s][r]. But nobody [c] wants to listen to [a] this [s][p].</p>	<p>communicative approach because it offers the flexibility that is needed to accommodate the needs of our students as all students aren't the same. So, if we just stick to the prescribed book, learning won't happen. I think flexibility is one of the major components of successful teaching.</p> <p>As a native English-speaking teacher, I observe, students have a better reaction to me and they expect native English-speaking teachers would help them more. Similarly, the administration have their biases and they always want to assign them important roles even if they don't deserve. I think native English-speaking</p>
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<p>Interviewer: How would you describe your relationships with the management?</p> <p>Alan Jameson: I feel like I have no relationships with administration (laughing). I try to stay away from the administration as long as I can. I try to keep myself away as much as possible. I try to stay away from the people in administration.</p> <p>Interviewer: How would you describe your relationships with your colleagues?</p> <p>Alan Jameson: I think I have really good relationships with my colleagues. I don't know I have some people who are closer to you. You can relate with them better of course, it changes year by year so even it depends who do you have your class next to you. You would spend more time with that person. Or the guys we now work with in our group feel closer to them as compared to the past. You have more interaction and spend more time and we understand each other better.</p> <p>Interviewer: Thank you so much for sharing your stories with me. I really appreciate your participation in my research.</p> <p>Alan Jameson: You are welcome.</p>	<p>Students [c] here [s] freak out about [a] the assessment [s] and there's a lot of pressure on them [c][p]. They [c] study [a]one day before the exam [s] as they [c] forget [a] if they [c] study [a] two or three day before the exam [s][p]. It's a part of their culture [s], I [c] think [a][r].</p> <p>We [c] have [a] 18 teaching hours a week that's usually 5 days a week split up into three or four hours sessions [s]. We [c] also have [a] two hours a day [s] as office hours which are often used with a unit [s].</p> <p>Pacing guide [s] is an attempt to help the teachers [c] to cover [a] everything that is prescribed to be covered [a] in 6 or 7 weeks [s] that should have really been covered in ten weeks [s][p]. It's not very flexible [s][p]. It's a big area of concern for teachers and they [c] don't like it [c][p]. It's pace is so hard and fast [a][p]. For repeating students [c], it's really difficult [a] to stand that pace [p]. The administration [c] is not listening to</p>	<p>teachers are stronger in general language use and non-native English-speaking teachers tend to be stronger in grammatical rules and teaching methodology in their practice. Our students get value from both. The freshly-placed students are really respectful, but this is not the case with the repeating students. The latter just want to get rid of the program by hook or by crook. My biggest concern with the program is that they have very low expectations for the students and it makes me crazy. I tell my students on the first day that here are low expectations the ELI sets for you and these are the high expectation I set for you. You are gonna</p>
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<p>Alan Jameson-Interview 2</p> <p>Interviewer: Thank you so much for taking out time for the second interview. Tell me everything about native/non-native English language teachers in context of ELI.</p> <p>Alan Jameson: Everything... it's a big question. You know, I can speak about my experience, of course, but I have biases. Of course, I have generalizations that I make that aren't always necessarily true. So, I guess... do you want a comparison between the two or is that kind of like or compare and contrast or...</p> <p>Interviewer: Tell me everything about this issue...</p> <p>Alan Jameson: Of course, generally speaking, I am generalizing but may not be factual but generally speaking, I think native speakers tend to be stronger in certain areas. Maybe they are stronger in general usage. When do we use certain words, or you know, I'd say in speaking or things like that without an accent for the most part. Non-native speakers tend to be stronger in grammatical things. They tend to know grammar structures. They tend to know grammar rules and things like that better than native</p>	<p>[a] teachers [c] which causes a big issue then [p].</p> <p>I [c] think [a] pacing guide [s] would be effective [a] if it is to help [a] the teachers [c] but not a law [s][r]. It becomes more challenging [a] if I [c] have repeating students [c] because they [c] need more revision [a][p].</p> <p>In the past [s], teachers [c] used to have [a] more autonomy [s], but it is reduced [a] now [s][p]. Teachers [c] are expected to teach [a] the prescribed curriculum [s][p] so there' no autonomy [s][p]. I think it's detrimental [a] for the ELI [s][p] as we [c]have really quality and creative teachers [c] here [s]. If a teacher [c] keeps [a] himself to the book [s][p] it creates [a] boredom in the class [s][p] so without autonomy [s] a teacher [c] can't so something interesting [a] which challenges their classroom management[a][p]. When students [c] get bored [a] they [c] sleep [a] and play [a] with their phones [s] which is a big distraction [p]. If more creative teachers [c] are allowed to be [a][r], the more</p>	<p>meet the latter because I know you can do it. I think to motivate students to meet the expectations is really important.</p> <p>Our students have diverse needs and they should focus more on writing because they memorize and rewrite that is really problematic.</p> <p>Students need a lot writing practice so the change in curriculum is a nice breeze because the new is up-to-date. Students' assessment needs to be more formative than it is now. I recommend a weekly quiz for students and suggest the rubric for writing assessment should be written in simple English or be translated into Arabic because majority of</p>
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<p>speakers. Native speakers speak in a certain way often they don't know why but you know, I think, sometimes, it's our weakness as being native speakers that we can rely on experience without any kind of knowledge behind it. Also, it can be a weakness for non-natives is that they rely on their knowledge but not on their experience of it. So, for me, I think, that students... our students especially they get value from both and I think it's good for them to have variety of both not just to have only native speakers are only non-native speakers but to have a variety of both. I think its beneficial for them because of the strengths that each of them has. I mean even observing teachers this year you see so many strong strong non-native speakers. I think as a native speaker we generally have a bias just honestly, generally, a bias against non-native speakers even they have a strong accent. Someone may think he can't be a good teacher but when we see them, man, they really have some great methodology. They have really strong pedagogy that they have practiced, and they have done it for years and they are excellent excellent teachers much better than me even being a native speaker of course, I assume that I am a good teacher (laughing) but seeing non-natives in the classroom it has been encouraging for me to see that. To see how they</p>	<p>students [c] are involved [a][r], the better the classroom management [s] is and more learning can happen [a][r].</p> <p>I [c] think [a] as pacing guide [s] is a guide so it meant to help teachers [c] to stay on track [a] for the upcoming assessment [s]. But at the ELI [s] there are strong feelings [a] among teachers [c] that it's too fast [a] and hard to cover [a] the prescribed curriculum in short period of time [s][p]. It doesn't allow [a] freedom for teachers [c] to revise and give more practice [a] of certain things [s] that restricts [a] teachers' [c] autonomy [s][p]. Teachers [c] know [a] their class the best [s] and they [c] what their students [c] need extra help on [a][r]. So, to push teachers [c] and to be rigid [a] about it is a challenge [a] for them [c]. As a teacher [c], it is frustrating [a] when someone [c] tells [a] you what and how to do it [a][p].</p> <p>This module [s] I [c] was sharing a [a] section [s] with another teacher [c]. If the other teacher [c] isn't keeping up with [a] the pacing</p>	<p>the students can't read and understand it therefore, they can't meet the expectations. But nobody wants to listen to this. Students freak out about the assessment and there's a lot of pressure on them.</p> <p>Classroom observation is one of the ways of teachers' assessment at the ELI. Teachers are rated on the scale of 1 to 5 which I objected in the meetings because they only care for the score and they are least bothered about the development. It would be better to make it formative and remove the ratings and change it into satisfactory or not satisfactory like that. I</p>
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<p>have been able to take what some might consider it a weakness of not growing up with this language and using really really well and being excellent teachers.</p> <p>Interviewer: How would you describe your experience as a native English language teacher?</p> <p>Alan Jameson: My experience... well, when I first started teaching I taught in America and I thought mostly Hispanic Latino students starting with elementary and then moving on to adults. So, I would say 90% Spanish speakers originally some Polish, some Russians and Chinese but not many so in that case, they were getting a lot of native experience every day in their jobs on TV in these things because they were living in America. So, here it was quite a bit different I mean, I taught in other places too but most recently here I've been here for last 5 years, so I think students have just a general better reaction to a native speaker. I don't know if it's true, but it appears that way. When I come into the classrooms as an American I think they generally happy to see a native speaker. I am not sure why that is completely, but I think in the end, they are happy to have a native speaker but again, I think, they have strength. They are gonna learn different things from non-</p>	<p>guide [s], it is impossible to catch up [a] for the first teacher [c][p]. So, if you [c] are not working [a] as a team [s]then it causes [a] a big problem [p]. Even when I [c] was [a] a full-time teacher [c] I [c] definitely faced challenges [a] and I [c] always had rushed feelings [a][p].</p> <p>Teacher's guide [s] is good to provide [a] a plan [s] to new teachers [c]. It still goes back to [a] teachers' autonomy [s] as you [c] know better [a] what is best for your class [s]. Sometimes just following the teachers' pack [s] won't help [a] at all[p]. I [c] think [a] there should be a [a] happy medium [s] where we [c] could have [a] our autonomy [s] and can also refer to [a] things [s] as we [c] need to [a][r]. I [c] think [a] it is not fair to force [a] good teachers [c] to follow [a] the teachers' pack [s] as a few [c] are struggling [a] with their teaching [s][p].</p> <p>One of ways to assess [a] teachers [c] is through [a] classroom observation [s] in which an observer [c] visits [a] a class [s] for</p>	<p>think teachers should be provided focused professional development according to their specific needs. I think it is a weak area here.</p> <p>I don't feel like having relationships with the administration, but I do have good relationships with my colleagues. We usually have closer relations with those who have their class next to you.</p> <p>The work environment here is sort of feat and famine like it depends who you are and what you get. To get something here is a big struggle. Everything works by "wasta" here not by hard work. Things don't move smoothly here in the</p>
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<p>native of course, that but do. Their perception I think is also you know; students' perception is that a native speaker is going to help them more or something like that maybe. Maybe it's easier I don't know what their perception is is but there is something about that they look forward to it. Then of course, there are biases of the administration. The administration sees native speaker they are automatically wanna put you in some role or something even if you are not qualified to do it or you are not prepared to do it. So, for me I am happy I got to sit that for few years and not to be involved in anything by the administration. But, they are always asking I think, they just like the idea of having your name on something you know, the American name. I don't try to pretend I am anything I am not (laughing). So, I am very realistic about it.</p> <p>Interviewer: I really appreciate that. Tell me everything about the ELI.</p> <p>Alan Jameson: The good, the bad, the ugly.... (laughing)</p> <p>Interviewer: Everything...</p> <p>Alan Jameson: The ELI has changed a lot in the last few years. I have been here quite a bit. I guess the idea behind the program is to prepare students to use English in</p>	<p>about 50 minutes [s]. He [c]'ll observe [a] the class [s] based on the 13-points rubric [s]. All these points [s] are measured [a] on the scale of 1 to 5 [s] and then teacher [c] is graded [a] at the end from 1 to 5 [s]. Teacher [c] can ask for [a] a review [s] if they [c] think [a] the observation [s] is unfair [a]. The unit heads [c] also assess [a] teachers [c] working [a] in their units [s].</p> <p>I [c] feel [a] I [c]'m going across [c] the bad attitude [a] about the teacher observation [s]. I [c] argued [a] that those scores [s] are not beneficial at all [a][p]. Teacher [c] only care about [a] the ratings [s] and they [c] don't care about [a] development [s]. As an observer [c], I [c] only get [a] a snapshot of the teaching [s] and can suggest [a] a few things [s] for improvement [s] but the rating from 1 to 5 [s] is really affecting [a] teachers' mentality [s][p]. They [c] feel ok [a] if they [c] get [a] 5 [s] otherwise they [c] don't care [a] what you [c] suggest [a]. I [c] think [a] this one sort-of- summative assessment [s] is problematic [a][p] . It would be</p>	<p>management. It takes longer than expected. Normally, teachers aren't involved in the decision making. All the decisions are made by the administration. Getting things done from the Saudi management is really challenging because you have to follow three to four times to get single thing done.</p> <p>To me office hours seem like something for show and have no purpose. So, most of the teachers do it grudgingly. I think it is to dominate the teachers and force them to obey the administration.</p> <p>I wish to go for my PhD someday in the future and I'd like to be a teacher trainer.</p>
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<p>their academic courses. So, the idea is to give them general English up to B1+ level in order to so that they can be successful in their future classes. Unfortunately, as we all know that the latter classes they are going to be taught are in English. Of course, they have some vocabulary they have some things in their future classes that would help them especially in business. Those kinds of things where they'd never have English again so the motivation behind the students I think is quite low. The reality of it is that they don't need English as much as they are being told that they need English, but the reality is that they don't need it for the university as much as they are being told. The reality... the actual big reality is of course, they need English to be successful in the world context. The more they have, the more they are going to be successful. I think in general as you know, it's the International language that they are gonna use throughout their lives unless someone is going to be a farmer. So, generally, they can use it in so many different ways so to that aim we... the ELI has 200 teachers who are teaching these classes they try to teach from level 1 to 4. I think we have many many talented teachers many quality teachers that have been teaching here for a long time. They are doing excellent</p>	<p>better to make [a] it formative [s] and remove [a] the ratings [s] and change [a] it into satisfactory or not satisfactory [s] like that [r].</p> <p>It is really problematic to know what the ELI expects from teachers because the expectations aren't clear. To me it's really frustrating. I think the expectations aren't the same for everybody. Sometimes they say they'll judge teacher on how successful the classes are. I think it's ridiculous because you have mixed-ability students.</p> <p>I [c] don't interact [a] with the Saudi management at all [s]. They [c] dictate [a] things [s] and we [c] follow [a][p]. There is no discussion [a][p].</p> <p>Things [s] don't move [a] smoothly here in the management [s][p]. It takes longer [a] than expected [a][p].</p> <p>The work environment here [s] is sort of feat and famine like [a] it depends [a] who you [c] are [a] and what you [c] get [a][p]. To get</p>	
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<p>jobs. We have administration I think who is not completely in touch with the reality of our students or the reality of our teachers. I think they sort of live in a different world than the rest of us. It causes more struggle I think at the end. There isn't a lot of support for the teachers. I think it's more I don't want to say dictatorship but something like more about ruling class and there is a you know, the caste system or something like that. So, you can't touch us, so you will be untouchable to the end. So, anyway, yeah, I think I don't know how in-depth you wanna go so, the ELI I think the goals we have are difficult to meet. I think teachers work hard to achieve those goals as much as they can I think the teachers are again quality and it's challenging. Of course, students... I didn't talk about students at all but as you know are coming from such a diversity from such a different level some can't even write a letter in English at all and they are expected to be in B1+ and that's really really difficult. Then, we have students who are great I had a student last year who grew up in America until he was 12 and he didn't pass the actual placement test or maybe he missed whatever but he was talking to me like my son'd talk to me and so you have such a different student variety.</p>	<p>something [a] here [s] is a big struggle [a][p]. It was very difficult [a] for me [c] to get [a] my printer [s][p]. I [c] couldn't get [a] my office [s] yet because they [c] say [a] it is for Saudis [c][p]. I [c] filled up [a] a request for photocopier toner six months ago [s] and it hasn't arrived yet [a][p]. Everything [s] works [a] by "wasta" here [s] not by hard work [a][r].</p> <p>It is always difficult to find [a] a Saudi [c] in his office [s] and it's really challenging [a] because you [c] have to follow [a] someone [c] for three to four times [s] to get something done [a][p]. It's unlike [a] in the west [s] where if you [c] don't do [a] your job [s] you [c] lose [a] your job [s].</p> <p>To me office hours [s] seem like [a] something for show [a] and have no purpose [a][p]. So, most of the teachers [c] do it [s] grudgingly [a]. I [c] think [a] it is to dominate [a] the teachers [c] and force [a] them [c] to obey [a] you [c][p].</p> <p>I wish I knew a bit of my future plans. I wish to go for a PhD</p>	
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<p>Interviewer: Tell me everything about teaching Saudi students in the context of ELI.</p> <p>Alan Jameson: We got such a variety. I think the thing I am pleased about is that I feel like I get generally, a good level of respect for teaching the students. I would say more than 90% students are respectful and appreciate it and that is generally for the new fresh students not the repeating students. The repeating students are a different story of course, we have the ones who are really trying they're really wanna finish they're really wanna get through, but you have some who just don't care. Of course, there are ones who feel beatdown, they feel like they can't pass or achieve anything. My biggest issue with this place and students is that they have such a low expectation for the students that it makes me crazy sometime like, that they don't expect students to attend class, they gave them they can miss almost 25% of the classes that's to me is unconscionable. They have low expectations in terms of grades even like they have low expectations if you treat somebody like a C student then he is gonna meet that expectation, right. If you treat him like that you can only do this much, and they are only going to reach that level. They are gonna reach the ceiling what</p>	<p>someday in couple of years' time. I would like to be a teacher trainer.</p>	
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expectation do you expect for them. So, I talked to my students on the first day of my class hey, here's the low expectation that the ELI sets for you and here are my high expectations for you and you are gonna meet this one because, I know you can do it. I don't want them to think there is any low expectation and that is all they have to do. I want them to actually be motivated and work towards meeting those high expectations. It's really important I think it's countrywide. It's not just at the ELI you know, we can't let the women drive because the men will harass them, and the men will act like animals. If you expect them act like animals, they are gonna act like animals. So, set the expectations higher. The men'd be respectful and the men are gonna take care of the women. Then, the men will live up to that. That's my opinion, I am going so much detail.

Interviewer: It's amazing and really interesting because you have very logical perspective. This issue is really important and needs to be addressed appropriately.

Alan Jameson: I mean this is a different mindset. I think it's not... a big issue... anyway yeah, you get such a variety of students and when I set the expectations very high many of them will rise to the occasion. Many of them will

meet that expectation at least they'll try. I want to see them trying you know, once you see them trying these are the one you wanna help them the most you know. The ones you feel oh man, this guy is not very good at English, but he is trying, and I am motivated to work with him and work harder to see him be successful. So, I think it's too long.

Interviewer: No, not at all. I love listening to your narrative on this issue. Tell me everything about Saudi culture.

Alan Jameson: Coming back to what I was just talking about in terms of the expectations. Again, I'm speaking in generalization so, you know, this is not factual or whatever of course I have my biases, but I think generally, there are things that are negative and pervasive and their culture things like *Wasta* and getting sort of hand out, having the expectation that somebody's gonna take care of you even if you don't work for it. Someone's gonna give them subsidies things like that. I think it trickle down to even to our students like you see often like, this expectation that we're gonna do whatever we can even breaking the rules to get pushed them along. I think it's because it's an honour and shame culture like most Eastern cultures so things like cheating, many of

our students would consider that help, instead of actually cheating. Of course, it's not bad if you get caught. It's only that if you get caught you know, so many times I am stricter than most teachers about it but many many times you come across catching students and they say no just helping helping just helping him, you know. The Saudi culture in general is changing so much even its hard to... the pigeonhole it is now in this time and the way it is changing so much because you know, 70% of the population is under 30 to 35. The culture is like there is a culture that have been here since 1927 or whatever the country began. In the end, there is totally different culture for under 35 which is the majority of the country but the one who are controlling it is the older generation you know, so the older culture which is more conservative and more you know, more generally... just quiet and calm generally I think is going to be taken over by the younger generation which is you know more gregarious, outspoken and sort of... you know many students that are shouting and it's part of their natural culture, you know. I think it's very interesting. It's very different than most other cultures because of the *Wahabism* because of I think the fact that Mecca and Madina here you get like a sort of obviously religious undertone to everything you

do makes it over tone. It covers everything, yeah.

Interviewer: Interesting... Tell me everything about curriculum change in the context of ELI.

Alan Jameson: When I first came here I started with Oxford New Headway Plus which I think the students maybe have become familiar with. I think it was probably a little bit better for students... lower level students. The tasks weren't as integrated as we have now. So, two years ago we have got this Cambridge English Unlimited curriculum that we have been using I think the English Unlimited is better for students who are actually at the right level. My opinion again is more integrated has more writing practice which is, I think, really really really important for our student because they are quite low in writing. Generally, they are not used to it... struggle with it. So, it's a big process in which we are getting new curriculum for academic students for the one who are going for the medicine, engineering and sciences. It's a big process because all the rewriting, all the exams and all the quizzes and adjusting your sort of assessments your formative assessment even how are you're gonna assess the students differently. I think it's actually for me it's my opinion it's a nice breeze and new sort of a

change to the students... maybe even students say all my brothers had this 2 years ago, until now they have the same old book it is been written for 3 times. It's all torn up and I think for the students it's nice to get a variety. Usually, they are repeating but just have like a change of course, it's nice and updated things. Even in the book we were using by Cambridge talking lot about MP3 players. Nobody has MP3 players now. Everybody has their phones so just small things like that are nice too but... yeah, I like curriculum change I think as long as it's a good curriculum.

Interviewer: How would you describe students' needs in the context of the ELI?

Alan Jameson: Students' needs well... in this context students need is to have the skill to be successful in what they are going to do. It's so hard to say what are their needs... because they have such a variety of things that they are gonna do afterwards, you know. So, you can really make a blanket statement to say this is what all students would do. Other than all students need a basic level of English for general use... even all students because most of them don't have it. Maybe a student's is gonna be a farmer something like that or he wants to be an Arabic teacher he might not need it but I think in terms

and English needs are students and need from our program of English. I think they need to focus on writing because they are really struggling in that writing they don't general way of doing it is to memorize things and rewrite them. Students need to be able to create something and they need help for that. They need I think more of a sort of formative process to do writing and they aren't given the opportunity. For speaking, they get a chance to practice speaking every day with the teacher or even with each other they should be, you now, speaking together but in writing they just don't have the same opportunity. So, I think one of the things that we don't... the needs don't provide them other than that I think their needs in terms of even the four skills the other three skills reading, listening and speaking they I think they generally get that.

Interviewer: Interesting... tell me everything about the teachers' participation in decision making or policy making at the ELL.

Alan Jameson: The normal teachers don't get much input if at all the decisions that are made. I heard there are some meetings the dean had sometimes to get some teachers to meet with him, but I've never been involved in it. I don't know what input they actually have into the

process, but all the decisions are made almost all of them are made by the administration without any input from people who are actually doing the work so according to my knowledge at least.

Interviewer: Please tell me everything about ELI's preferred teaching methodology.

Alan Jameson: Teacher's book right (laughing)... I mean, I think they would say is that people who... from Cambridge who write the books are smarter than us have more experience than us, so we should follow their guidelines in terms of teaching and teach exactly like teacher's book or teacher's guide would help us teach that would be the I think the unofficial policy or the suggested policy. Other than that, I think the ELI promotes a lot of pair and group work. The ELI encourages reduced teachers talk time, the ELI I think, wants most teachers to restrict to the book and wants most teachers to rely on the material that they have given them. I think ELI generally has concerns about... it doesn't have faith in the teachers and usually what happens is this get back to the Saudi culture... gets back to the decision making but there are usually one or two bad examples... somebody who did something wrong or

didn't, you know, student's complaint and it creates an idea in the administration's mind that everybody does the same thing. Everybody is this way so, if a teacher plays a long movie in the class... everybody shows movies all day in class and it is generalized. I am generalizing not but of course, this is the generalization they make. So, going back to the last question most of the policies have made on generalizations because of the experiences they had. I heard earlier this year, o the dean is getting you know everybody is really turning him up on social media. Well, one or two students complained about something on social media and now everybody is being torn up. Again, I think this is the... there is sort of... when one or two people have an issue it creates bigger issue for everybody at the ELI.

Interviewer: Tell me everything about classroom management in the context of ELI.

Alan Jameson: Classroom management... Usually, I find that it's easy if you set the expectations at the first day or the first week of the class. If you are an active teacher, you are going to have much better obviously classroom management. If you're walking around when students are practicing

activities somebody is good... if you are keeping them busy enough they're gonna be on task. They're gonna be not distracted and you're gonna have classroom management problems. For me, I'd like to call... my management like focus distraction... I want to distract them from things they could be doing that could disturb the class and help them focus on something else that is more beneficial for them. As long as I can keep them busy that's kind of a way to manage the class. There are always students who wanna make jokes or cause problems whatever, you know. I have to go to the bathroom for 5 minutes or whatever I deal with individual basis but if you set the expectations in the first week of the classes of course most of the students are gonna follow you. It's usually successful at the end.

Interviewer: Tell me everything about students' evaluation/assessment in the context of ELI.

Alan Jameson: At the ELI, we have... the main assessments are there are 2 grammar and vocabulary quizzes in each module. Two writing tasks in which students write two or three paragraphs depending on the level. Then we have final speaking exam and final writing exam and then two computer-based tests, one midterm and one is the final exam. It's not quite as

formative as I'd like to see it. Again, I am not an expert on assessment. I think there is... it can get better I think quizzes help students a little bit, a little more be prepared for exams. Personally, I think they should have a quiz every week, small quiz. I actually lead the committee on assessment review committee last year to review all the assessments. One of the important findings we found out that I wish they would change is that the rubric for the writing is all needs to be changed. It should be written in very simple English, not in difficult English. So, the students can read this rubric. Almost 90% students can't really understand it. So, for them they're trying to meet the expectation, they can't ever understand it... the expectation. I think the students are expected to do something they can't because they don't know what it is. So, that could be a pretty easily remedy that just write an Arabic version new version or at least a very simplified version in English for the students but nobody wants to listen that argument. Of course, again the culture of this place is that assessments are... students freak about them and they really concerned about their assessments. They want... for them the pressure is so high, of course. They cheat on it. They you know, cram all the material what they are

studying all day long. They're trying to prepare themselves for the exam. They can't study one day more before. They can't study two days before the exam because they forget everything. So, they can only do it one day before. It's the part of the culture, I think. High stake testing which is unfortunate but...

Interviewer: It's really interesting. Tell me everything about the working hours or teaching hours at the ELI.

Alan Jameson: Our contract is for 18 teaching hours. So, that's usually 5 days a week split up into three or four-hour sessions. Officially, our contract is 40 hours a week including, you know, office hours but mostly we don't work that much that. There is... every day we are expected to teach and to do 2 hours per day. So, two office hours are often used with a unit which could be writing exams, it could be making copies, it could be working with students in Student Support any of those things.

Interviewer: Tell me everything about pacing guide.

Alan Jameson: Pacing guide is an attempt to help the teachers to cover everything that needs to be covered within the time period of the module. It's not very flexible.

It has kind of what you need to do each week, what tasks need to be completed in terms of your text book or writing these sorts of things. It's, I guess, it's a kind of way to prove that everything is crammed and delivered in 6 or 7 weeks period that should really been covered in ten weeks probably, but they do it in 6 or 7 weeks. It's a big area of concern for the teachers. You hear complaints about it often. I think not that it exists, but the pace is so fast and hard. And, of course if we have repeating students or the students who are lower or struggling it's really difficult for them to stand that pace. Keeping up with the pacing guide for students is very very difficult. I think, generally, I would say that most of the teachers don't like the pacing guide as there were students who complained about it in the first semester. So, the solution was to add more to it so, this year in the third module they increased the amount in there which seems little bit counter-intuitive, but the administration is not listening to the teachers which causes a big issue then.

Interviewer: How would you describe your experience dealing with the pacing guide?

Alan Jameson: I guess pacing guide could be helpful if you wanna guide. It's not a

law. If you look at is that you do your best you can to stick to it. It can be helpful. Again, it is a guideline if you want to make sure students to know that quizzes or exams are coming up you want them to have all that material before that. Generally, it's good. I think, I don't struggle with it too much. If I have repeating students we need more revision, yeah, then it's a challenge.

Interviewer: Tell me everything about the instructional pack.

Alan Jameson: Instructional pack... It's a kind of guide. It's guide to help you prepare for what needs to be taught over that particular module for that particular level. It's, I guess, it's changed this is the first year we didn't have it with pacing, right, they're separated, or I think before it used to be combined, yeah. So, Instructional pack is a kind of guidelines for how to run assessments, how to do certain things even before it used to have writing tasks. Now, I think they are also a separate thing. It's more of a guideline. I think what you are going to teach and how to go about it but...

Interviewer: Tell me everything about teachers' autonomy in the context of ELI.

Alan Jameson: Teachers' autonomy used to be much

greater, I think, in the past. I think it's been reduced every passing year it's gone down and down. Again, if I go back to the expectations that you are sticking to the book, you are teaching what's in the book only and from the teachers' pack. You're not doing things outside of that. It's the expectation. So, teachers, I think, don't have as much autonomy as they used to. I think it's detriment to the ELI because we have so many good quality teachers with really really creative ideas, with really interesting things to keep the students interested. I go back to classroom management.... a teacher is saying in the book in the book in the book... it increases sort of boredom for the students and without autonomy for the teachers to do something interesting. It challenges their classroom management. The students get bored. They want to do something else, they sleep, they play with their phones and whatever, it's a distraction. If more creative teachers are allowed to be, the more students are involved, the better the classroom management is. In my opinion, more teaching could be done just more learning can happen, right. If teacher is creative, of course, we're gonna fail, you know, teacher can fail. It's ok. If there is a good teacher he can reflect and say what I am going to do differently next time, how can I change that,

you know. So, autonomy is a big problem here, I think.

Interviewer: Thank you so much for sparing time and sharing your narratives and its pleasure listening to you.

Alan Jameson: You're welcome.

Interview 3- Alan Jameson

Interviewer: Thank you so much for taking out time for the third interview. Tell me everything about the pacing guide used at the ELI.

Alan Jameson: The pacing guide is a guide that is supposed to help teachers know what to cover in what weeks according to the curriculum that is given. So, for example, pacing guide might say for the first week of classes you need to cover the whole first unit and two sections into the second unit or something. So, it's, I think, a guide meant to help teachers stay on track to make sure they are completing what they need to complete by the assessments that are coming up like the quizzes or the final exam or the midterm exam. I think, generally, at the ELI the feelings are pretty strong that it's too fast. There are too many things trying to fit into one... in short amount of time.

It doesn't allow freedom for teachers that is a big part of it is that teachers aren't free to spend more time on revision of certain things or to move more quickly on certain things. For me, I understand the justification behind it because they wanna make sure that everyone is covering the same materials I can understand that. At the same time, I believe completely that teaches' autonomy for most part of that is restricted. Teachers should be able to do what... they know their class best. They know how fast the class can move, they know what help they need on, extra help on. So, to push teachers and to be rigid about it I think, is a challenge for most teachers myself included. I mean I would say generally, I don't like it. The part of the reason why a lot of people like teaching is because of the freedom that it gives you to do what is best for your students. So, to be told you don't know what is best is frustrating, you know, at the very least.

Interviewer: Interesting. Do you remember an occasion when you found yourself struggling dealing with the pacing guide?

Alan Jameson: Yeah. I mean, for example, this module, this quarter that we had I was sharing a section with a teacher and the last module too the same thing we shared

and if the other teacher isn't keeping up it, it's impossible to catch up where they left off, so you might be moving very quickly very quickly but the reality of it is that they are not, if you are not working as a team it causes big problem. Even when I was a full-time teacher in a classroom I definitely faced challenges, I think, to a lesser degree I had a control of myself, you know, but I always had rushed feelings. I have to cover this, I have to cover this, I have to cover this. Definitely, I feel rushed.

Interviewer: Tell me everything about teachers' pack or teacher's guide used at the ELI.

Alan Jameson: Teacher's guide, obviously, it's a sort of a plan how to teach the materials that are provided for us. I think it's actually quite good like generally speaking, I think, it's good... sort of good guide just to help you know what the focus on, how to do certain procedures especially, if you are a newer teacher or you are not familiar with the material it might be more helpful. I think again, it goes back to not having the autonomy of what you think is best for your particular class, for your particular students. Again, I think, I see the justification sometimes teachers don't know how to do it they say do exercise one and then here are the answers A, B, C, D

which is not the best way. I think I can understand why the administration would think that requiring the teachers' guide as a guide would be helpful. I think there is a medium in there somewhere... a happy medium where we have our autonomy, but we also can refer to things as we need to. You know, if someone is really good quality teacher they don't need to go by this teachers' pack every time. We have many many good quality teachers here so, a few who struggle they probably need it as a guide, but you can't apply rule to everyone because there are a few who struggle with it.

Interviewer: How would you describe your autonomy as a teacher in the context of ELI?

Alan Jameson: What I am given or what I take because they are different. I'd say this year the autonomy has been reduced a lot. Previously, I feel I had a lot more autonomy. Of course, you have a curriculum given to you so, you don't have autonomy in that and usually the quizzes and the exams are provided for you, you don't have autonomy in terms of curriculum. You have to stick to it, but I'd say this year there's been quite it a change and the autonomy has been reduced quite a lot. We're required to sort of do things as a group or do things

together and not deviate from the prescribed way of doing things. So, for me, I love... I think like I said before I think, autonomy is very important I think, it's one of the most important things for a teacher to have. For this particular context, you have such a variety of students. The students are so different from one class to the next class even from each other. To say there is a prescribed way to do certain things is not I think, wise.

Interviewer: How would you describe teacher evaluation or teacher assessment at the ELI?

Alan Jameson: One of the ways we assess teachers is through observations which, obviously, you know well. So, an observer will go to a teacher's classroom for about 50 minutes. He'll have a lesson plan given to him and he'll observe 13 areas which we consider important... consider priorities which include things like classroom management and giving instructions and things like that. So, each of those things is measured on a scale 1 to 5 and then overall, we give overall grade at the end between 1 to 5. So, that's calculated and given to the teacher. They have the opportunity to ask for review if they don't think it's fair. It's also calculated overall evaluation that they get yearly. I guess it supposed to

be every module, but I don't know it's happening or not but yearly sort of evaluation which comes from unit heads from observation and from variety of different sources. This is the way they evaluate teachers here.

Interviewer: Would you please talk a little more on this issue how would you describe your experience with the teacher evaluation?

Alan Jameson: I feel I am going across the bad attitude what they are really doing about it. I mean you heard me arguing in the meetings about I think, those scores for me is not beneficial at all. I believe wholeheartedly, that it makes it's worse for teachers when they see a score and its's all they care about, they don't care about improving, they don't care about actually taking the steps that you suggest. As an observer who sees things from the outside doesn't see things... I am not the one in the classroom all the time, I see a picture as snapshot what's happening. I see things I know can be improved. I can give a suggestion to a teacher and say here are two things you can do to make your class better tomorrow, but I think the fact is that there is a 1 to 5 rating given to the teacher really affects their mentality about the observation and they don't focus on either on their strength or their weaknesses at that time.

Unless they can get a 5 then they say ok, I am strong in these areas but generally speaking even if they are 4 + they won't look at the areas of improvement they won't think. All they care about is the score the number and again, it's hard it's really, it's just a snapshot it's just a short time where you're not seeing a bigger picture you are not doing formative it all. It's just one sort of summative assessment. If it is a bad day if it is a bad class it messes everything up for them. For me, if it's up to me I would completely remove the number... the scoring system maybe give a satisfactory or not satisfactory something like that just help them focus on those things that can help them improve.

Interviewer: It's quick logical. How would you describe ELI's expectations from you as a teacher?

Alan Jameson: I don't know. It's a part of problem, I think. It's a bigger issue at the ELI is that the expectations aren't clear. Even the fact that evaluations that teachers are going to be given this year are not... they didn't know about that beforehand. It's a big problem for me. You can't help them to meet the expectations you didn't know they exist. So, to me, it's very frustrating. I think expectations are to follow the rules that are there. I don't know it's hard because I don't

know their expectations in terms of teaching if there are any it's not the same for everybody. They mentioned something about they are going to judge teachers according to how successful the classes are which is again I don't fair at all. I think it's ridiculous because you got a variety of classes you got a class where students which is very low, obviously, it's gonna be a different situation for you. Yeah, I think expectations are not clear and that's a challenge.

Interviewer: Nice. How would you describe your experience with the Saudi management at the ELI?

Alan Jameson: Very little. I don't interact with them much at all. So, things that we do here for them are usually... rules or things that are dictated... sort of declarations you are going to do this and that's all to it. There is no discussion. So, my experience especially for this year I just don't have any interaction with the Saudi administration at all. Everything is filtered down through somebody else.

Interviewer: Tell me everything about Saudi management at KAU.

Alan Jameson: I guess when we first come here you get an experience with them. Things don't move very smoothly, you know. When arrive and

everything takes longer than expected. You can't do two things in one day. One thing one day. If you get done with one thing you are very happy that it's finished.

Interviewer: Interesting. Tell me everything about your work environment/ facilities at the ELI.

Alan Jameson: Work environment... Well, I would say it's a sort of feast and famine like it depends who you are what you get. It was a struggle for us it took us 3 months to get a printer for our group and I just returned it today by the way. So, it's a big struggle. It is a part of the administration how they deal with the things getting your officers very difficult for me I can't get my office they say they all reserved for the Saudis you can't have one. You know photocopier are... I filled out a lot of requests for a new toner for the photocopier 6 months ago and it still hasn't come yet. So, I don't know everything just works by *Wasta*, works by who you know. It doesn't work by hard work or these kinds of things which is difficult for a westerner, you know, who used to do things by hard work.

Interviewer: I can understand. How would you describe Saudi work ethics?

Alan Jameson: It's anonymous, right. I mean for

my observation it's always difficult to find a Saudi in their office at the time when there're supposed to be in their offices. I don't know what they're doing. I don't know they are here or not here or with their friends drinking coffee or whatever but it's a challenge. Often in my experience you have to follow up somebody for three or four times to get something done. So, it's challenging again I think specially for a western person who used to people have a job and they do their job and that's all it is. If you don't do your job you lose your job. Whereas here I feel like from my experience again that's not the case.

Interviewer: It's really challenging. How would you describe your experience of observing office hours or unit work in the context of ELI?

Alan Jameson: Office hours to me seems like something that is for show. It's not for a purpose. For us, it's little different we do have tasks come and go but for most of the staff they just have to be here with no real purpose to be here. So, it's different for Curriculum and Testing Unit I think they have actual work to do and they are quite busy. They don't get a lot of relief from that, but I think most teachers do it grudgingly they don't like the idea of being told to do it without a point, without a purpose. If there is a purpose then I think we

might have much different attitude, you know, ok we are going to work on this project together for this time every everybody, I think, would generally be on board to do it. But, it's like a purposeless sort of wandering like why we are doing this. Office hours have no purpose to it just you wanna show your dominance over us or what it is. I don't know what it is show us cracking the whip and we have to obey you. I know what is the real motive behind it.

Interviewer: I understand it's really frustrating. Tell me everything about your future plans.

Alan Jameson: I wish I knew a bit of it. I think I will be here for a short time longer and then I'd probably like to go for a PhD someday within couple of years. I would like to teach teachers future teachers. I think that to me would be an idea, I think, I am good at that the experience that I have would be helpful in that. I don't know that it works... it happens in the States or overseas I am not sure but...

Interviewer: If you are interested in teacher education it would be really an interesting area to work in.

Alan Jameson: Yeah. I think it's, you know, something about shaping people who are gonna shape people that

is always intriguing, and I would like to do. Let's see.

Interviewer: I wish you best of luck for that and I am sure you would achieve your goal. I believe there should be an idea first and then things start happening accordingly. Thank you so much for sparing time and sharing your stories with me. It's pleasure listening to you.

Alan Jameson: You are welcome.

Appendix F

Certificate of Ethical Approval



GRADUATE SCHOOL OF EDUCATION

St Luke's Campus
Heavitree Road
Exeter UK EX1 2LU

<http://socialsciences.exeter.ac.uk/education/>

CERTIFICATE OF ETHICAL APPROVAL

Title of Project: (Re)construction of EFL teachers' professional identity in curriculum implementation: A narrative inquiry

Researcher(s) name: Muhammad Mansoor Anwar

Supervisor(s): Dr. Vivienne Marie Baumfield
Dr. Philip Durrant

This project has been approved for the period

From: 25/04/2018

To: 01/12/2019

Ethics Committee approval reference: D/17/18/37

Signature:  Date: 04/04/18
(Professor Dongbo Zhang, Graduate School of Education Ethics Officer)

Appendix G

Information Sheet and Consent Form



GRADUATE SCHOOL OF EDUCATION

INFORMATION SHEET AND CONSENT FORM

Thesis title: (Re)construction of EFL teachers' professional identity in curriculum implementation: A narrative inquiry

The aim of the research

This study aims to explore EFL teachers' professional identity construction process in dealing with curriculum implementation at the ELI. It focuses on highlighting the tensions EFL teachers negotiate with in implementing the EFL curriculum and the way these tensions affect their professional identities. It also intends to explore how the contextual factors affect EFL teachers' professional identity construction process. The study aims to understand:

Main question

- How do EFL teachers construct their professional identities in dealing with the process of implementing the EFL curriculum?

Sub-questions

- What tensions do EFL teachers deal with during implementing curriculum?
- How do the contextual factors shape EFL teachers' professional identities during their negotiation with the process of implementing the EFL curriculum?

The researcher

I am an EdD (Doctorate in Education) TESOL student at the University of Exeter (UK) and this research forms part of my EdD. My research supervisor is Professor Vivienne Marie Baumfield (PhD) [REDACTED]. This research is NOT funded by any organization. I work as TESOL professional, but I am conducting this research as a doctoral student.

Research plan

This study follows qualitative research methodology and uses narrative inquiry approach for collecting and analyzing data. Data is collected through questionnaires, narrative semi-structured interviews and written narrative frames. I plan to conduct three interviews with each participant and during these interviews, I assume, participants will have an opportunity to reflect on their teaching selves and the way they are negotiating with various contextual factors in implementing curriculum in their context.

Each interview will primarily be conducted face to face and is likely to last around an hour. I would like to record this interview with your permission. You can stop the interview at any time and you do not need to answer any questions that you do not wish to answer.

Sections of the transcript of your interview may be published, either in journal articles or elsewhere, following this research. Your real name will not be used.

Contact details for further information

For further information about the research or your interview data, please contact:

Muhammad Mansoor Anwar

[REDACTED]



GRADUATE SCHOOL OF EDUCATION

[REDACTED]

If you have concerns/questions about the research, you would like to discuss with someone else at the University, please contact:

Professor Vivienne Marie Baumfield (PhD)

Professor of Professional Learning
Director of Research
Graduate School of Education
University of Exeter
St Luke's Campus
Heavitree Road
Exeter EX1 2LU
UK

Data Protection Notice

Your interview data will be held in accordance with the Data Protection Act.

The information you provide will be used for research purposes and your personal data will be processed in accordance with current data protection legislation and the University's notification lodged at the Information Commissioner's Office. Your personal data will be treated in the strictest confidence and will not be disclosed to any unauthorised third parties. The results of the research will be published in anonymised form.

a. Interview recordings

- The digital recording of your interview will be deleted as soon as there is an authoritative written transcript of your interview.

b. Interview transcripts and contact details

- Interview data will be held and used on an anonymous basis, with no mention of your name, but we will refer to the group of which you are a member.
- Your personal and contact details will be stored separately from your interview transcript and may be retained for up to 5 years.
- You will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit.

Third parties will not be allowed access to interview tapes and transcripts except as required by law or in the event that something disclosed during the interview causes concerns about possible harm to you or to someone else.



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Consent

I have been fully informed about the aims and purposes of the project.

I understand that:

- there is no compulsion for me to participate in this research project and, if I do choose to participate, I may at any stage withdraw my participation
- any information which I give will be used solely for the purposes of this research project, which may include publications
- any personal information which I give will be used in an anonymised form and will be treated as confidential
- the researcher will make every effort to preserve my anonymity
- all the interviews will be recorded on a digital audio recorder, and these interview recordings will be kept secure and confidential
- I will be given a chance to review the transcriptions of my interviews and approve them for utilization in the thesis.

.....
(Signature of participant)

.....
(Date)

(Printed name of participant)

One copy of this form will be kept by the participant; a second copy will be kept by the researcher(s)

Contact phone number of researcher(s): [REDACTED]

If you have any concerns about the project that you would like to discuss, please contact:

Muhammad Mansoor Anwar, [REDACTED]

OR

Professor Vivienne Marie Baumfield (PhD), [REDACTED]
[REDACTED]

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